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ABSTRACT

This paper, for practitioners and researchers, is based on a computer search of the ERIC database and other references, and organizes and summarizes the literature on needs assessment in counseling, guidance, and personnel services. Following the brief introduction, a definition of terms used in the paper and a discussion of the purposes and general content of needs assessment are presented. Models, methods, and instruments for needs assessment are described, e.g., the CIPP (Context, Input, Process, Product) model and the Goal Attainment Scaling (GAS) model. Issues and procedures for identifying staff needs are also discussed. Uses for needs assessments, and issues, problems, and trends in their use are explored in a final section. The annotated bibliography on which the review is based and a list of additional references are appended. (MCF)

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NEEDS ASSESSMENT IN COUNSELING, GUIDANCE, AND PERSONNEL SERVICES

H. Eugene Wysong

searchlight plus

Relevant Resources in High Interest Areas

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In High Interest Areas. 21+

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC database
November 1966 through February 1983

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INTRODUCTORY NOTE

First there was the **Searchlight** series--computer searches with abstracts of the ERIC database on topics of major interest and importance to ERIC/CAPS users and helping professionals in the field. Then came the **Searchlight Plus** series, computer searches of the topics in most demand PLUS in-depth analyses of the documents in the search. The opening narrative in each **Searchlight Plus** highlights certain documents, identifies major issues and trends, describes the historical background and existing programs, and points out the implications of the information for the work of human services professionals. For those who need succinct, timely, and practical information but lack the time to examine the total collection of data, the **Searchlight Plus** is the "perfect package." For a complete list of current topics, please contact the ERIC/CAPS Publications Department.

NEEDS ASSESSMENT IN COUNSELING, GUIDANCE, AND PERSONNEL SERVICES

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INTRODUCTION

If it's not broken, don't fix it. This common-sense logic certainly seems appropriate to planning programs in counseling, guidance, and personnel services. If all the needs of clients are being met by existing services, why change the programs? If no new needs exist, why create new programs? Unfortunately, the simplicity of the logic does not accurately portray the reality of life. Having clients or students with no needs is not usually the problem. A more typical problem for program planners is to identify which of the many client needs have the highest priority, and which ones can be met adequately through staff and other resources that are or can be made available. Needs assessment is a means of solving this problem.

Needs assessment can be defined as a process of identifying unfulfilled desirable objectives that can be met by a planned program. If this definition is accepted, then three questions emerge. (1) How do we determine which objectives are desirable? The answer here will be influenced by our knowledge of human development as well as our own value system. (2) How do we identify which objectives are unfulfilled? To answer this question requires our best efforts and skills in measurement. (3) Which unfulfilled objectives can be met by the programming of resources? We can seek this answer from research and experience which tell us what does and does not work, and also from the political realm which determines what resources will be made available to meet those unfulfilled objectives.

This Searchlight Plus paper organizes and summarizes the ERIC literature and additional references on needs assessment in counseling, guidance, and personnel services. Its purpose is to benefit practitioners and researchers who are seeking helpful information and ideas about needs assessment.

DEFINITION OF TERMS

The following definitions of terms are used in this paper:

1. Need: the condition of a difference between what should be and what is.
2. Assessment: a process of identifying the extent to which something exists.
3. Program: provisions of staff and other resources organized to meet desirable objectives.
4. Needs assessment: a process of identifying unfulfilled desirable objectives that can be met by a planned program.
5. Resource assessment: a process of identifying resources that are available or can be made available to a program.
6. Program evaluation: a process of identifying the extent to which planned product objectives and process activities have been met.
7. Product objectives: the intended accomplishments which are to be made by clients and which have value to them.
8. Process activities: activities performed by program staff which are designed to help clients accomplish product objectives.
9. Program staff: professional or paraprofessional individuals who are assigned responsibilities for implementing a program.
10. Staff need: the condition of a difference between the resources which should be available and those that actually are available. These resources may be human competencies, energy, enthusiasm, and commitment, or they may be materials, facilities, and equipment.
11. Client: the person who is the recipient of the process activities provided by a program.

PURPOSES OF NEEDS ASSESSMENT

One of the basic purposes of needs assessment is to help professionals make appropriate decisions about what program of services should be provided for clients. A well-planned program of counseling, guidance, or personnel services is designed to help clients accomplish desirable objectives. The kinds of staff and other resources provided in a program are determined by the kinds of objectives established for the program. The objectives of the program should be in harmony with the needs of the clients being served. A needs assessment should then identify what objectives have already been met and which have not. Program planners can proceed to design or revise services accordingly.

Another basic purpose of needs assessment is to obtain information that can be communicated to various publics other than the professionals who deliver the counseling, guidance, and personnel services. These publics might include such groups as administrators, boards of education, boards of trustees, funding agencies, or any others with interests in the programs and a desire to see the needs of clients met. These publics may have the power to determine if a new program is to be established or if an existing program is to be improved. Their decision to support or not to support a proposed program can be affected by a clear identification of need. A needs assessment is therefore a way to provide organized information helpful to those publics who must also be accountable for their decisions. No justification can be given for allocating resources to meet needs that do not exist or have low priority.

A third purpose of needs assessment goes beyond program planning and decision making. If a program is to be implemented and successful, the program must be understood, accepted, and supported by those who collaborate with the staff who deliver the services. A needs assessment can involve individuals, whether teachers, administrators, parents, students, or clients, so that they not only participate in determining the program objectives but also understand the program and have a sense of ownership of it. Thus, the program has a better chance of being accepted and supported.

Brown (1977) describes the importance of involving teachers when a new elementary school guidance program is being organized. She suggested in the following statement a purpose for conducting a needs assessment:

> As newcomers with a new program of guidance services we will not be received with open arms. We will be ignored, thwarted, or even rejected. We know that what we have to offer is the greatest thing since peanut butter. But the recipients do not. They have never tried it. They only know that they were getting along just fine without it. They did not order peanut butter. This could be our biggest clue. Perhaps we should begin not by serving them peanut butter but by getting them to order it. (p. 55)

Stiltner (EJ 181 029) makes a similar point:

> There are several factors that other schools should consider in implementing a needs assessment. The involvement of teachers, parents, and students should be encouraged. This involvement serves to increase not only the validity of the needs-assessment results but also the participant's commitment to developing and implementing plans to meet the identified needs. (p. 246)

Blake (1982) answers the question, "Why assess counseling needs of older persons?" in the following manner:

> A valid, systematic understanding of counseling needs would be helpful in several ways. Public and government support for counseling services can be justified only to the extent that needs are identified and a capacity to meet those needs is demonstrated. Program planning can and ought to be based on meeting identified needs. The best planning for service delivery takes place when the extent and nature of needs are clearly established. The same is true of programs intended to prepare counselors for work with older persons. Knowing the needs to be met by the persons to be trained is a fundamental prerequisite to counselor education. (p. 188)

GENERAL CONCEPTS

The content of a needs assessment usually focuses on products rather than processes. Products are those desired competencies or accomplishments of the clients. Processes are those activities being performed by program staff for the purpose of helping clients accomplish product objectives. An example of a product objective would be: a 12th grade student can describe a plan for what he or she will be doing after graduation from high school. An example of a

process activity might be: a counselor meets individually with every 12th grade student in a planning session. Product objectives should be statements of competencies or accomplishments that have value to clients and which meet their needs. Counseling is valuable only when it helps clients accomplish product objectives. Needs assessment therefore emphasizes the collection of information on products rather than processes.

The interpretation of needs assessment results is greatly enhanced when the products to be measured are stated in behavioral terms. Needs stated behaviorally are usually clear and readily understood. People are less likely to disagree on the meaning of a need statement which is behavioral and observable rather than one which is general. However, having needs stated in very specific behavioral terms rather than broad general terms also creates a problem. Since a behavioral objective is very specific, it is usually very limited in scope. Therefore, an assessment instrument designed to cover many possible needs stated in behavioral terms could be quite voluminous and time consuming.

Gysbers and Moore (1981) suggest that product objectives stated as desired student competencies can be the basis for both program evaluation and needs assessment:

> In the type of assessment we are proposing, student competency statements become, in effect, the basis for the needs assessment items. In fact, this part of the implementation process could just as well be called an inventory of where students are in competency development and where they would like to be in their competency acquisition. (p. 118)

Similarly, Collison (1982) elaborates the importance of student needs in guidance programs:

> Guidance programs should be responsive to the needs of the students those programs are designed to serve. Guidance program goals, objectives, implementation strategies, and evaluation schemes that are based on assessed needs will only be as valid as the needs assessment itself is valid. If an error is made in the beginning, during the needs assessment stage, it will be repeated in each successive step in the guidance program; therefore, special care must be given to the needs assessment process. Errors can occur, however, even though procedures are well intended. For example, if the procedural sequence is to define program goals first and collect student response later (Rimmer & Burt, 1980), it is possible to have a bias enter the procedure that uses student response to validate existing goals. It would be pre-

ferable to determine student condition (e.g. need) first and then design the program goals. Three questions seem to be critical at this point: (a) What is a need? (b) How are needs assessed? and (c) How are guidance programs designed to respond to needs? (p. 115)

Some similarities and differences seem to exist between needs assessment and program evaluation. Both provide some measurement of products (i.e., client competencies or accomplishments). However, needs assessment is for the purpose of establishing desirable program objectives, while evaluation is designed to learn if the established program objectives have been accomplished and to what degree. Program evaluation assumes that a program has been organized and operating while needs assessment does not. Program evaluation may be concerned about measuring both product objectives and process activities, while needs assessment is usually concerned only about measuring the product domain. It would seem conceivable that instruments developed to measure products could be used in both needs assessment and program evaluation. Only the perspective used in interpreting the results would be different.

The development of needs assessment instruments requires some limitations of the domain from which information is to be collected. Data cannot be collected about everything. Therefore, some process must be established to determine what areas of needs are to be assessed. One procedure might be to start with the clients and solicit their unstructured statements of needs (Collison, 1982). Another procedure might be to establish objectives that are desirable developmental competencies and are within the realm of the program being designed (Gysbers & Moore, 1981).

Since needs assessment necessitates the use of some process of collecting and organizing information, the selected techniques are susceptible to the pitfalls of any measurement procedure. Any needs assessment instrument or procedure should meet the psychometric standards that affect the uses to be made of the data. Standards of validity, reliability, and usability should apply. Caution should also be taken that data are not influenced by social desirability of responses or by real or imagined expectations of authorities.

Moving from needs assessment data to program planning requires professional judgment. The data can be extremely valuable but the data cannot make the decisions. Only people make decisions and this requires judgment. For example, suppose that "only" 10% of the clients indicate that they are considering suicide and 40% say that they are unsure of their career plans. Does this mean that career planning has a higher priority than suicide prevention?

Judgment is needed to determine the intensity of need along with the frequency of clients expressing a need, as well as the feasibility of being able to program services to meet the needs.

MODELS, METHODS, AND INSTRUMENTS FOR NEEDS ASSESSMENT

A variety of models, methods, and instruments for needs assessment have been used by researchers and practitioners. Needs assessment is described as one part of a total process of evaluation and decision making. The CIPP (Context, Input, Process, Product) model developed by Stufflebeam et al. (1971) includes needs assessment as a component of context evaluation. "Context evaluation provides a rationale for determining educational objectives by defining the pertinent environment, describing desired and actual conditions of the environment, identifying needs, and diagnosing problems that prevent needs from being met" (Webster, 1981, p. 48). The CIPP model identifies context evaluation as the beginning step in a total process of evaluation and decision making (Stufflebeam et al., 1971).

Grobe, Myatt and Wheeler (EJ 181 031) describe a systematic, four-phase model for planning an elementary school guidance program and include needs assessment at the input collection phase. This phase is further delineated by the following:

2.0 Input Collection

2.1 Select Needs Assessment Strategy

- Step 1. Consider sources of information.
- Step 2. Select types of information and methods for data collection.
- Step 3. Discover if the committee (advisory) agrees.

2.2 Collect Needs Assessment Data

- Step 1. Collect and analyze the data.
- Step 2. Summarize and synthesize the data. (pp. 259-261)

Gysbers and Moore (1981) propose a systematic process of improving a school guidance program. They suggest that student needs assessment be conducted after a desired developmental guidance program model has been selected and desired student competencies have been stated. In effect, the desired student competencies are then the basis for the needs assessment inventory. The inventory would be designed to collect data on student perceptions of competencies they have developed and ones they would like to develop. Gysbers and Moore present a list of proposed student guidance competencies according to domains, goals, and grade levels.

Gill and Fruehling (EJ 209 136) propose the use of systems theory in developing an accountable college student personnel program. They describe a process and instrument for looking at college student needs for accomplishing remedial, developmental, and preventive goals. They present the following propositions:

1. The assessment process measures the remedial developmental and preventive goals of all students.
2. The needs data indicate the goals of identifiable groups of the student population.
3. The needs data indicate specific objectives for the counseling service.
4. Objectives correspond to measurable criteria of performance.
5. Objectives correspond to specific counseling programs. (p. 325)

The authors also describe a self-report survey instrument called College Student Goals Inventory. This needs assessment instrument was designed for use as a mailed survey, can be self-administered, allows for anonymous returns, and requires approximately 15 minutes to complete.

Celotta and Rosenthal (EJ 240 146) conducted a study to examine the relative effectiveness and efficiency of various schemes to put needs into categories. They compared methods of percentile ranking, cluster analysis, factor analysis, and the "intuitive" judgment procedure of a guidance steering committee. They concluded as follows:

> The cluster analysis procedure and the percentile ranking procedure with need areas further reduced by a steering committee, produced the best results. Ideally both methods would be used. However, because the technical requirements for cluster analysis are considerable, some counselors may not find this an option. It may be advantageous, therefore to group needs using percentile rankings as the most cost effective method. The percentile ranking procedure also could stimulate and encourage communication, decision making, and involvement. These are extremely important factors for developing guidance programs. Increased participation may compensate for some lack of statistical precision, resulting in a more effective guidance program. (p. 208)

Paritzky and Magoon (1982) describe Goal Attainment Scaling (GAS) as a process of establishing the current status of a client, thus providing a base from which change in status can be compared. The GAS process uses a five-level-scale value description, from -2 to +2, and can be applied to a variety of goals established by the individual client. The authors emphasize the following:

> A difficulty in measuring outcomes from a counseling group involves the issue of individual difference. Individuals may join a particular group and yet have somewhat different personal objectives. The use of Goal Attainment Scaling (GAS) acknowledges individual differences. Personalized counseling goals, different observable characteristics, and even individually tailored scaling levels are all possible. (p. 382)

The Ohio Department of Education has prepared a guide for conducting needs assessment of school districts which utilizes an eight-step approach (Needs Assessment Guidelines, date unavailable).

Step 1. Establish a needs assessment committee.

Step 2. Prepare statements of educational goals.

Step 3. Conduct a survey to determine perceived educational needs.

Step 4. Assign priorities to perceived educational needs.

Step 5. Set desired levels of student achievement.

Step 6. Determine actual status of student achievement.

Step 7. Compare actual status with desired levels.

Step 8. Assign priorities to educational needs.

Wysong (1968) reported an early study on the development, validation, and cross-validation of instruments for use in evaluating secondary school guidance programs. The study included ninth and 12th grade students from 31 Ohio schools and produced 47 validated items to measure student product objectives. In the cross-validation process it was determined that the students' mean scores were significant at the .0001 level of confidence. Wysong (1982) later reported on his continued revisions of the instruments and the placement of items into the following product objective categories:

1. Career development.
2. Self-concept and interpersonal relations.
3. Participation in school learning experiences.
4. Choosing school subjects and extracurricular activities.
5. Continuing education after high school graduation.
6. Solving conflicts and coping with events. (p. 8)

Mesa Public Schools in Mesa, Arizona, reported a process that identifies student needs for career guidance, counseling, and placement (Toward Accountability, date unavailable). Interviews were held with small groups of students using a card-sort process:

> During 45 90-minute, small-group interviews the participants were given a deck of about 35 cards relating to each of the four areas. They were asked to indicate what they felt were the top five outcomes of students and the ones for which they felt students really wanted and would accept help. Blank cards were provided for participants who wished to make responses other than the ones already on the cards. Each respondent then indicated the eight top outcomes across all four decks and added: 1. suggestions for additional areas of outcomes, 2. reactions to the survey procedures, and 3. comments on current and possible future guidance, counseling, and placement services in the schools. (p. 10)

Collison (1982) suggests another procedure for conducting a needs assessment with high school students:

> Needs assessment can be combined with other school activities. Recently I scheduled five successive class meetings with a senior high school social class of 29 students for the purpose of talking about current issues that affect students. The procedure followed could be used as an assessment of expressed needs:
>
> Day 1. Introduction and generation of student concerns list.
>
> Day 2. Clarification of concerns and collecting group response.
>
> Day 3. Discussion of group data and response to concerns.
>
> Day 4. Discussion of critical issues, actual and ideal response to issues, resources available for response.
>
> Day 5. Summarization and evaluation. (p. 116)

Gysbers and Moore (1981) report a response technique for obtaining needs assessment information for clients. They give the following instructions to students who are asked to respond to a needs assessment questionnaire:

> Step 1. Fill in the circle that shows what you think. If you think you are able to do what the sentence describes...
>
> fill in circle a ⓐ Ⓑ/Ⓒ
>
> If you think you <u>are not</u> able to do what the sentence describes...
>
> fill in circle b ⓐ Ⓑ/Ⓒ
>
> Step 2. Choose the five sentences on each page that you would really be interested in learning to do. Some of the statements will really interest you and some will not. In the second column (circles are lettered c) fill in the circle for each of the five statements that you feel you need to learn how to accomplish. (p. 119)

Hays (EJ 165 873) describes a process for conducting a guidance needs assessment in a school setting. He suggests the following steps:

1. Obtain initial commitment for conducting a needs assessment.
2. Clarify direction and intent of needs assessment.
3. Plan the needs assessment process.
4. Collect and summarize information.
5. Analyze information.
6. Report findings to selected audiences.
7. Judge evidence.
8. Plan program improvement. (pp. 13-14)

The second step listed by Hays is easily overlooked by people who conduct a needs assessment. The reasons for collecting data are very important because they provide guidelines for how the assessment is carried out and what kinds of reports are prepared. His eighth step is not always the only worthwhile purpose to be achieved. For example, accountability and communicating with others may also be reasons for assessing needs.

Needs assessment models, methods and instruments have been developed in various states. In most cases, the efforts were conducted by or with the cooperation of state departments of education. Needs assessment materials and reports on career guidance have been prepared in New York (ED 142 881), Kansas (ED 133 629), Mississippi (ED 174 380), West Virginia (ED 174 774, ED 174 775), and Georgia (ED 160 835, ED 166 428, ED 166 429, ED 166 430). Other needs assessment documents for elementary and/or secondary guidance programs have been prepared in Pennsylvania (ED 163 361, ED 120 611), Maryland (ED 186 832), Louisiana (ED 147 543), and New York (ED 198 469). An Oregon study has been done on educational information service (ED 189 939) and a Connecticut study has been done on displaced homemakers (ED 195 653). Each of these references provides helpful information on needs assessment. A professional counselor in a state where materials have been developed should become familiar with what is available.

NEEDS OF STAFF AND CLIENTS

Clients have needs, but so do staff members who function to serve those clients. Various reports have been made concerning needs of specific client populations including students in elementary, secondary, and college school settings. Also, needs assessments have been done on adult populations including women, families, minorities, handicapped individuals, older persons, police officers, and others. Although needs assessments do not normally include the needs of professional or paraprofessional staff who provide services in the programs, these individuals also deserve some consideration. Counseling staff members are people, too, and if their professional and personal needs are not met, they are unlikely to be effective in meeting the needs of clients.

Since the concept of staff needs is not normally used, however, only a few references will be cited for purposes of giving examples. While one need may be financial income, other needs for job satisfaction and purposeful career experiences are also important. An area of research which might clarify some of these needs is that of burnout. As one example, Watkins (1983) describes some of the potential professional and personal hazards of becoming a counselor.

> The tenor of virtually all materials on burnout indicates that this phenomenon is a very real and much feared affliction to which practically any helping professional can succumb, especially those that are dedicated and committed (Freudenberger, 1974). To clarify the concept, distinctions have been made between job burnout and the experience of tedium and stress associated with one's work. Van Slyke (Eastman, 1981) points out that some individuals who complain of burnout have a high energy level once the work day is complete; this does not constitute burnout. Job burnout tends to be more pervasive, involving a lack of energy and enthusiasm at both home and office. This phenomenon affects an individual's life in a broad, all-encompassing fashion. It can have a devastating impact not only on work performance, but in one's social and love relationships as well. (p. 305)

Another aspect of counseling staff needs concerns their competencies for performing the guidance program's process activities. One notable example of efforts to identify competencies of career guidance personnel comes from a study conducted by the National Vocational Guidance Association. Competencies were identified in the domains of counselor knowledge/expertise, leadership, management, direct services, and indirect services. They were guided, in turn, with the processes of planning/design, implementation, and evaluation (Phillips-Jones, Jones, & Drier, 1981).

Ibrahim, Helms and Thompson (1983) report on how parents, counselors, school administrators, and members of the business community perceive the importance of counselor functions and thereby imply the needs of secondary school students in 23 schools. Each respondent to the assessment rated various counselor functions in the categories of program development, counseling, pupil appraisal, educational and occupational planning, referral, placement, parent help, staff consulting, research, and public relations. Comparisons among the different responding groups were made. The ratings among the groups were significantly different in 20 of the 37 functions rated. The highest ratings tended to be given on functions that dealt with education and occupational needs of the students.

Leviton and Thompson (EJ 254 801) studied the needs of public officers for counseling services. They focused primarily on the stress the officers experienced from job responsibilities. The results of the study indicated:

> Approximately 59% of the officers reported that they definitely or probably would seek assistance if available. The survey also asked officers to indicate whether they felt they experienced high, above average, average, below average, or virtually no on-the-job stress. Approximately 29% of the officers reported that they experienced high or above average amounts of stress. (p. 165)

Procedures for identifying needs of individual clients may vary depending on the concerns of the client, the theoretical orientation of the counselor, and the situation which brings the client and counselor together. According to Nelsen (EJ 231 801), counselors should carefully assess the client's particular situation and resources in order to determine what forms of support are needed. ERIC literature includes references for assessing needs of older persons (EJ 250 831, ED 174 907), handicapped individuals (EJ 229 751, EJ 165 873, EJ 146 594, ED 208 293), women (EJ 144 394, EJ 144 392, ED 195 653, ED 173 539), executives (ED 141 509), families (EJ 256 146, EJ 204 297,

EJ 181 988, ED 220 784, ED 144 755), police officers (EJ 254 801), individuals in poverty (EJ 205 695), and minorities (ED 183 996, ED 134 863, ED 134 795). These references can provide information to professionals who have interests in special populations.

USES OF NEEDS ASSESSMENT

No inherent value exists in conducting a needs assessment; it is valuable only when it meets the purposes for which it was conducted. For those interested in evaluation, the ultimate goal might be a meta-assessment--i.e., an evaluation of the effectiveness of needs assessment in accomplishing the purposes for which it was designed.

Earlier references in this paper identify various uses made of the needs assessment procedures. Additionally, Clark and Frith (1983) describe how a developmental counseling curriculum can be written based on needs of school students K-12:

> A developmental counseling curriculum guide is significant for several reasons. First it addresses the needs of several levels of students, ranging from kindergarten through the 12th grade. . . . Second, a developmental curriculum emphasizes counseling activities that are arranged sequentially, in accordance with expected maturational patterns. . . . Third, the curriculum should serve as a useful tool for school administrators who monitor and evaluate the counseling program. (pp. 292-293)

A developmental counseling curriculum provides a written plan for conducting a counseling, guidance or personnel services program. A written plan includes the product objectives to be accomplished by clients, process activities to be carried out by staff, estimated time cost for completing the activities, resources needed, and procedures for evaluation. In a written plan or counseling curriculum, product objectives should be established on the basis of needs assessment information.

Brickell (1981) lists a variety of ways in which assessment data can be reported to various publics. He describes these ways in the context of giving report cards:

> Report cards to parents should read one way; to teachers, another; to students, another; to administrators, another; to the general public, another; to the board, still another.
>
> "Who is the report for?" is an excellent evaluation question. "Who are the reports for?" is an even better one. Statistics, background, conclusions, history recommendations, diagnoses, instruments, analyses, alternatives, formulas, footnotes--they seldom belong in the same report.
>
> And reports don't have to be in a single act form. They can be written, but need not be. They can be oral. They can be pictorial. They can be live demonstrations. They can be videotaped examples. And, in the case of Radnor, they can be danced, sung, or acted. (pp. 99-100)

The kinds of procedures used to report needs assessment results depend on the purposes for which the assessment was conducted and the audience who receives the results. If the purpose is to provide a basis for program decision making, then the assessment report should be organized to help decision makers identify priorities. If the assessment is for purposes of accountability, then the report should include data on the extent to which product objectives and process activities are being accomplished. Therefore, the person preparing the assessment reports should understand the purposes to be achieved and know for whom the reports are intended.

Some thoughts about collecting and reporting survey data are also presented by Smith (1982). He refers to conducting local polls similar to the Gallup Polls of the public's attitudes toward the public schools.

> Polling parents and staff is not without risks, since you do not know the poll results beforehand. However, the benefits are worth the risks. The rewards are of four kinds: (1) Learning about a problem is a first step in addressing and improving the situation. (2) Knowing the attitudes of your constituents prepares you to head off criticism. (3) Many of the survey results are positive, and well-planned publicity carries the "good news" to the public. (4) Polling constituents shows that you care about their views, that you welcome their input, that you are sensitive to their opinions. (p. 51)

Local data collected from polls also can be helpful to administrators who are faced with public opinion issues. Data can help determine if the opinions being voiced to the administrator are coming from a small but vocal group of citizens, or if the opinions are held by a large majority. Without the availability of data from a broad population, an administrator may be unduly influenced by a few vocal individuals.

Needs assessment data can be used for many purposes ranging from the identification of individual client needs to the establishment of total program objectives. Of course, the uses made of the data will depend on the purposes for which the needs assessment was originally conducted.

ISSUES, PROBLEMS, AND TRENDS

Evidently, what is not an issue is the importance of needs assessment in providing a basis for program planning in counseling, guidance, and personnel services. The literature repeatedly points out the desirablity of assessing needs of clients, but little or no evidence is given to indicate that programs planned from needs assessment data are any more effective than programs which are not planned from such data. Perhaps the desirability of needs assessment is so basic and self-evident that no research seems necessary. However, research might provide information helpful to professionals in answering some important questions related to the three basic purposes of needs assessment which were identified earlier in this paper. Can a formal needs assessment achieve those three purposes better than an informal needs assessment? What are the essential components of a needs assessment which produces results? Are programs which are based on needs assessment data less likely to be eliminated or reduced than programs based on intuition or personal preferences? Answers to these questions plus others could help improve the procedures and applications of needs assessment and program development.

Another issue has already been mentioned in reference to the work of Gysbers and Moore (1981) and Collison (1982); namely, how the content of a needs assessment is to be determined. In other words, what kinds of questions will be asked of the clients in order to find out their needs? Gysbers and Moore proposed first establishing desirable developmental competencies and then designing a needs assessment instrument to find out which of those competencies are not being met. Collison's suggestion was first to solicit open-ended statements of needs from clients and then, through a process of repeated refinement, to establish the content of the needs assessment from those statements.

A third problem is the limited availability of instruments which have proven validity, reliability, and usability. The time, skills, and resources required to build quality instruments are not usually possessed by the counseling practitioners. Often, when needs assessments are conducted, instruments are newly developed or adapted. The wheel may not have to be reinvented each time, but it usually has to be modified or it will not fit the wagon.

The trend is toward more extensive program planning of counseling, guidance, and personel services and the use of needs assessment as a means of improving the planning. The desire as well as the necessity to justify programs and to have quality and accountable programs are the stimuli. Although professional counselors and guidance personnel are still being asked, "What do you do?" other questions are being asked more frequently than before--questions such as "Why are you doing what you are doing?" and "Are you successful?"

Perhaps as an ultimate goal, needs assessment could provide evidence of client product needs on a national scale. If such evidence existed, national efforts could be made to develop programs of counseling, guidance, and personnel services to meet national needs. However, instead of waiting for a super-structure to accomplish the ultimate goal, professional counselors should continue to seek ways of identifying client needs at the local level and building programs to meet those needs.

ADDITIONAL REFERENCES

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Stufflebeam, D. L., et al. Educational evaluation and decision-making. Itasca, IL: E. E. Peacock, 1971.

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Wysong, H. E. Evaluating secondary school guidance programs: Development and validation of instruments. Unpublished doctoral dissertation, The Ohio State University, 1968.

Wysong, H. E. Procedures and instruments for evaluating a secondary school guidance program. Paper presented at the Conference of the APGA Midwest Region, Minneapolis, October 1982.

FORMAT OF
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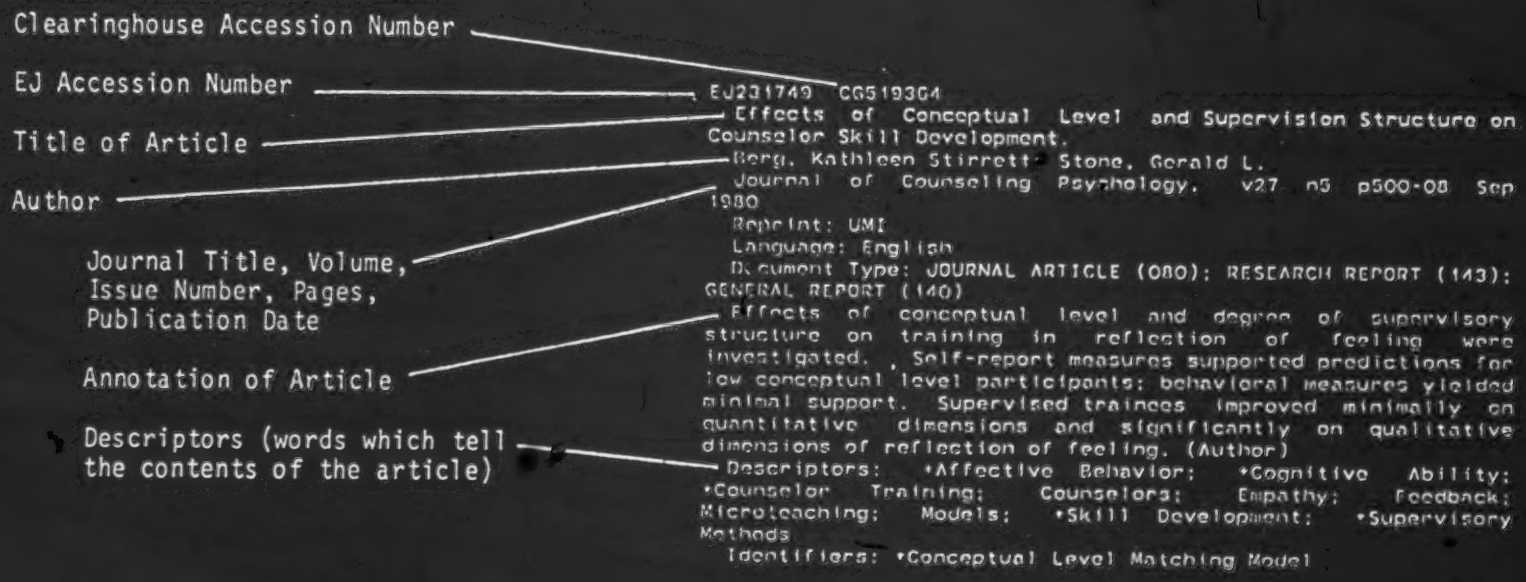
Clearinghouse Accession Number
EJ Accession Number
Title of Article
Author
Journal Title, Volume, Issue Number, Pages, Publication Date
Annotation of Article
Descriptors (words which tell the contents of the article)
EJ231749 CG519304
Effects of Conceptual Level and Supervision Structure on Counselor Skill Development.
Berg, Kathleen Stirrett; Stone, Gerald L.
Journal of Counseling Psychology, v27 n5 p500-08 Sep 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); GENERAL REPORT (140)
Effects of conceptual level and degree of supervisory structure on training in reflection of feeling were investigated. Self-report measures supported predictions for low conceptual level participants; behavioral measures yielded minimal support. Supervised trainees improved minimally on quantitative dimensions and significantly on qualitative dimensions of reflection of feeling. (Author)
Descriptors: *Affective Behavior; *Cognitive Ability; *Counselor Training; Counselors; Empathy; Feedback; Microteaching; Models; *Skill Development; *Supervisory Methods
Identifiers: *Conceptual Level Matching Model

JOURNAL ARTICLES ARE AVAILABLE ONLY IN THE JOURNALS CITED. THE ARTICLES ARE NOT ON MICROFICHE.

Print 41/5/1-29
DIALOG File1: ERIC - 66-83/Feb (Item 1 of 29) User 1210 1mar83

EJ268005 CG523045
Children's Needs: Implications for Guidance Programs in the 1980s.
Celotta, Beverly; Jacobs, Golda
School Counselor, v30 n1 p50-56 Sep 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Describes a needs assessment conducted for elementary school students (N=120). Focuses on procedures used, results obtained, and implications for guidance programs. (RC)
Descriptors: Anxiety; *Childhood Attitudes; *Childhood Needs; Elementary Education; Elementary School Students; *Needs Assessment; Program Descriptions; *School Guidance; Self Esteem; Self Evaluation (Individuals)

EJ256146 CG521925
The Evaluation Phase of Systemic Family Therapy.
Caille, Philippe
Journal of Marital and Family Therapy, v8 n1 p29-39 Jan 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Describes the initial evaluation phase of family therapy, which clarifies the circular interaction maintaining the symptom, the family structure, and its relationship to the therapist. Suggests using first sessions to collect data and organize it meaningfully. Presents phenomenological and mythical models of family functioning as guides for therapeutic intervention. (Author/JAC)
Descriptors: *Counseling Techniques; Counselor Client Relationship; Counselor Role; Counselors; Evaluation Methods; *Family Counseling; Family Relationship; Foreign Countries; Models; *Needs Assessment; *Psychological Evaluation; Systems Approach
Identifiers: *Norway (Oslo)

EJ254805 CG521701
Developing Career Cognizance, Goals and Choices in Minorities.
Smith, Gloria S.
Journal of Non-White Concerns in Personnel and Guidance, v9 n1 p19-22 Oct 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Suggests advocacy and career education are legitimate counselor activities in helping minorities with career planning. Urges career counselors to expand clients' motivation and interest, identify resources, and monitor environmental changes. (KMF)
Descriptors: *Advocacy; *Career Counseling; Career Education; Career Planning; *Counselor Role; Counselors; Guidelines; *Minority Groups; Motivation; *Needs Assessment

EJ254801 CG521697
Stress and Counseling Needs of Police Officers.
Levitov, Justin E.; Thompson, Bruce
Counselor Education and Supervision, v21 n2 p163-68 Dec 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Police officers (N=153) completed a self-report instrument measuring overt and covert anxiety, and a demographic survey exploring officers' perceptions of their need for counseling and to determine factors that predispose officers to seek counseling. Results indicated that officers would seek counseling if services were available. (RC)
Descriptors: *Anxiety; *Counseling; Counselor Training; Individual Needs; *Needs Assessment; Perception; *Police; Predictor Variables; *Stress Variables

EJ250831 CG521173
The Counseling Needs of Older Persons.
Myers, Jane E.; Loesch, Larry C.
Humanist Educator, v20 n1 p21-35 Sep 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Discusses an instrument developed to assess the counseling needs of older persons. The Older Persons Counseling Needs Survey was administered to (N=107) older persons. Results of a statistical analysis indicated that older persons have a variety of counseling needs that are all approximately at the same need level. (RC)
Descriptors: *Counseling Objectives; *Individual Needs; *Measures (Individuals); *Needs Assessment; *Older Adults; Participant Characteristics; Sampling; Statistical Analysis; Test Reliability; Test Validity
Identifiers: *Older Persons Counseling Needs Survey

EJ246811 CG520835
"I Get By with a Little Help from My Friends": The Importance of Support Systems.
Waters, Elinor B.; Goodman, Jane
Vocational Guidance Quarterly, v29 n4 p362-69 Jun 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Discusses the nature of, rationale for, and importance of support systems. Two models for using support systems in career counseling are presented: needs assessment model and pictorial (Gestalt) model. Techniques for helping adult clients use supports in the career-change process are described. (RC)
Descriptors: Adjustment (to Environment); Adults; *Career Change; *Career Counseling; *Coping; Mental Health; Midlife Transitions; *Needs Assessment; Stress Variables
Identifiers: *Support Systems

EJ240146 CG520263
Evaluation of Reduction Methods for Elementary School Counseling Needs Assessment Data.
Celotta, Beverly; Rosenthal, Arlene Coopersmith
Measurement and Evaluation in Guidance, v13 n4 p203-08 Jan 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Counseling needs assessment data were reduced using percentile ranking, cluster analysis, and factor analysis. Results were compared with those obtained by a guidance steering committee using percentile rankings. Only the cluster analysis yielded a moderate number of meaningful needs-groupings. The steering committee approach may be best. (Author)
Descriptors: *Cluster Analysis; *Committees; Comparative Analysis; Elementary Education; *Needs Assessment; *Parent School Relationship; *School Counseling; School Counselors; Statistical Analysis
Identifiers: *Data Reduction Methods

EJ233895 CG519654
Needs Assessment: A Step-By-Step Approach.
Rimmer, Susan M.; Burt, Marilyn A.
School Counselor, v28 n1 p59-62 Sep 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
A needs assessment is an effective way to evaluate the effects of ongoing guidance program activities. It provides information to assist in the development and implementation of school counseling and guidance programs that meet the various needs of students, teachers, and parents. A seven-step procedure is presented. (Author)
Descriptors: Counseling Objectives; *Counselor Role; Elementary Secondary Education; *Evaluation Methods; *Needs Assessment; Program Descriptions; Program Evaluation; Questionnaires; *School Counseling; School Counselors; *School Guidance

EJ231801 CG519416
Support: A Necessary Condition for Change.
Nelsen, Judith C.
Social Work, v25 n5 p388-92 Sep 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Social workers may offer clients four types of support: protection, acceptance, validation, and education. Social workers must examine their own attitudes toward support as well as evaluate the support they receive within their professional settings. They must also assess clients' needs. (Author)
Descriptors: Change Agents; *Counseling Techniques; Counselor Characteristics; *Counselor Client Relationship; Empathy; *Needs Assessment; Participant Satisfaction; Patient Education; Social Workers; State of the Art Reviews
Identifiers: *Support Systems

EJ229751 CG519084
Recognizing the Mental Health Needs of Developmentally Disabled People.
Walker, Philip W.
Social Work, v25 n4 p293-97 Jul 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Presents two case histories that show the types of stress experienced by the developmentally disabled. These people are being denied adequate mental health services. Suggestions are made to the agencies that serve the disabled in order to correct this situation. (Author/LAB)
Descriptors: Adult Counseling; Case Studies; Counseling Techniques; *Developmental Disabilities; *Family Counseling; *Intervention; Mental Disorders; Mental Health Clinics; *Mental Health Programs; *Needs Assessment

DIALOG File1: ERIC - 66-83/Feb (Item 11 of 29) User 1210 1mar83

EJ223288 CG518469
Priorities for School Counsellors in the 80s.
Reid, Cyril F.
School Guidance Worker, v35 n5 p38-41 Jun 1980
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Counselors must be sure their priorities are to serve the needs of the student and not take bandwagon approaches. To provide a sound educational environment counselors must be properly trained and willing to become involved in the educational system. (JAC)
Descriptors: *Career Education; *Counseling Effectiveness; *Counselor Role; Counselor Training; Family Problems; Foreign Countries; *Needs Assessment; School Community Relationship; *School Counselors
Identifiers: *Canada

EJ223123 CG518304
Longitudinal Evaluation of Service Demand at a University Peer Counseling Center.
Hinrichsen, James J.; Zwilbelman, Barry B.
Journal of Counseling Psychology, v26 n2 p159-63 Mar 1979
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examines changes in user service demand at a college-based peer counseling center. More detailed analyses describe changes in both absolute and relative frequency of demand for services, mode of access (telephone or walk-in) to services, and types of problems presented by males and females. (Author)
Descriptors: College Students; *Guidance Centers; *Higher Education; *Needs Assessment; *Peer Counseling; *Program Evaluation; Sex Differences; Student Problems; *Use Studies

EJ217355 CG517534
Career Guidance of Urban Adults: Some Perspectives on Needs and Action.
Herr, Edwin L.; Whitson, Karin Stork
Vocational Guidance Quarterly, v28 n2 p111-20 Dec 1979
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Describes the various forms of career guidance that are being developed in urban settings to respond to the guidance needs of a diverse urban adult population. Community-based approaches exist in many settings but are largely uncoordinated and frequently do not systematically address the diverse needs found in pluralistic adult populations. (Author)
Descriptors: *Adults; *Career Education; *Career Guidance; Community Centers; *Community Services; Educational Programs; *Lifelong Learning; *Needs Assessment; Urban Population

EJ209136 CG516738
Needs Assessment and the Design of Service Delivery Systems.
Gill, Stephen Joel; Fruehling, James A.
Journal of College Student Personnel, v20 n4 p322-28 Jul 1979
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Current demands on college counselors for systematic, accountable designs for student development services has required action without the necessary tools. One of these necessary tools is a needs assessment methodology. A methodology for needs assessment is discussed. An example is described. (Author)
Descriptors: *Counseling Objectives; *Counselor Role; Counselors; *Delivery Systems; Higher Education; *Human Services; *Needs Assessment; *Student Development

EJ205695 UD506973
Some Psycho-Social Considerations of Poverty-Stricken Clients.
Auvenshine, C. D.
Rehabilitation Research and Practice Review, v3 n4 p49-57 Fall 1972
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Differences between middle and lower class groups are considered as they relate to counseling with lower class clients. (Author/MC)
Descriptors: Aspiration; *Counselor Attitudes; *Disadvantaged; Disadvantaged Environment; Educational Attitudes; Motivation; *Needs Assessment; *Rehabilitation Counseling; *Social Differences; State of the Art Reviews

EJ204297 CG516515
Family Well-Being and Quality of Life: Humanistic Concerns of the Family Impact Analyst.
McDonald, Gerald W.
Family Coordinator, v28 n3 p313-20 Jul 1979
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Demonstrates that family impact analysis has the same basic goals as humanistic social science in terms of assessing the consequences of social policy with regard to family well-being and the quality of family life. Family impact analysts explicate policy consequences for families. Family policy advocates suggest policy creation. (Author)
Descriptors: •Family Counseling; Family (Sociological Unit); •Humanism; •Legal Problems; •Needs Assessment; Policy; •Quality of Life

EJ200791 CG516117
Training Needs of State Agency Rehabilitation Counselors.
Berven, Norman L.
Rehabilitation Counseling Bulletin, v22 n4 p320-29 Apr 1979
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Counselors and supervisors were asked to rate the importance of 62 areas of competence, as well as rate their own competence in each of the areas. Results are discussed as they relate to preprofessional and postemployment training programs for state agency rehabilitation counselors. (Author)
Descriptors: Counselor Educators; Counselor Evaluation; •Counselor Training; •Needs Assessment; •Professional Continuing Education; •Rehabilitation Counseling; •State Agencies; Vocational Rehabilitation

EJ182697 AA528315
Designing and Implementing Inservice Counseling Skills Programs for Teachers
Mehnert, William
High School Journal, 61, 6, 284-9 Mar 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Not only can counseling skills help change student-teacher relationship from one of adversary to one of advocacy, but they form the basis for a more effective interaction within an entire school thereby developing a positive school climate. Describes a training program for implementing teacher counseling skills. (Author/RK)
Descriptors: •Counseling Services; Guidelines; Illustrations; •Inservice Teacher Education; •Interaction; •Needs Assessment; •Secondary Education; •Student Teacher Relationship

EJ181988 PS506731
A Plan for Identifying Priorities in Treating Multiproblem Families
Butehorn, Loretta
Child Welfare, 57, 6, 365-72 Jun 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Descriptors: Crisis Intervention; •Evaluation Methods; •Family Counseling; •Family Problems; •Needs Assessment; •Systems Analysis; •Therapy
Identifiers: Dysfunctional Families; •Multiproblem Families

EJ181031 CG514333
A Systematic Planning Model for an Elementary School Guidance Program
Grobe, Robert P.; And Others
Elementary School Guidance and Counseling, 12, 4, 256-64 Apr 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
This systems approach provides a model for planning an elementary school guidance program based on the guidance needs of a particular school and its population, including organization, needs assessment, decision making, structure, and evaluation. (Author)
Descriptors: •Decision Making; Elementary Education; •Guidance Programs; Models; •Needs Assessment; •Program Development; School Counselors

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DIALOG File1: ERIC - 66-83/Feb (Item 21 of 29) User 1210 1mar83

EJ181029 CG514331
Needs Assessment: A First Step
Stiltner, Barbara
Elementary School Guidance and Counseling, 12, 4, 239-46 Apr 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Needs-assessment instruments from commercial sources are helpful in generating ideas. Any instrument will, however, be more effective if it is specifically adapted for the particular school and community using the instrument. The counselors, principals, teachers, students, and parents all can provide helpful suggestions about meaningful items and formats. (Author)
Descriptors: *Counseling Objectives; *Elementary Education; Models; *Needs Assessment; Objectives; Program Descriptions; *Program Development; *School Counselors

EJ179030 CG514239
The Counseling Psychologist as Program Evaluator
Oetting, E. R.
Counseling Psychologist, 7, 2, 89-91 1977
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
The need for integral program evaluation is gradually being recognized. The author discusses why counseling psychologists are particularly well suited to becoming program evaluators. Implications for training are discussed. (Author/JEL)
Descriptors: *Counseling; *Counselor Role; *Program Development; *Evaluation; *Needs Assessment; *Evaluators; State Of The Art Reviews
Identifiers: *Professional Identity

EJ178208 RC502756
A Survey of Adult Characteristics of Pre-Registering Students at the University of Southern Mississippi
Brechtel, Rebecca U.; Olsen, Bob G.
Southern Journal of Educational Research, 12, 1, 31-46 Win 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Responses derived from 76 adult students (mean of 25.6 years) indicated the following 5 services were most useful: advisement; financial aid; bookstore; counseling center; orientation/pre-registration. The five first choice services ranked by the group in order were: advisement; financial aid; admissions; career development center; and counseling center and laboratory. (JC)
Descriptors: *Adult Education; *Career Development; *Counseling Services; *Financial Support; *Needs Assessment; School Orientation; *Services

EJ165873 EA508949
Needs Assessment: A Counseling Prerequisite
Hays, Donald G.
NASSP Bulletin, 61, 410, 11-16 Sep 1977
Language: ENGLISH
Describes the process, and the hazards, involved in conducting a needs assessment for a counseling program. (IRT)
Descriptors: Counseling Services; *Guidance Programs; *Needs Assessment; Pupil Personnel Services; Secondary Education

EJ146594 EC082738
Counseling in Schools for the Deaf
Curtis, Marie A.
American Annals of the Deaf, 121, 4, 386-8 Aug 1976
Language: ENGLISH
Responses to 148 questionnaires completed by teachers and administrators of special schools (residential or day) or classes revealed a recognized need and much support for counseling services in schools for the deaf. (Author/IM)
Descriptors: Administrator Attitudes; *Counseling Services; *Deafness; Hearing Impairments; *Needs Assessment; Special Classes; Special Schools; *Surveys; Teacher Attitudes

EJ145933 CE505460
Career Development: Client Responsibility in Rehabilitation Planning
Shaw, Kenneth James
Journal of Rehabilitation, 42, 5, 30-33,38 Sep-Oct 1976
Language: ENGLISH
It is recognized that the change to career development is a qualitative approach to rehabilitation programming, and not just a quantitative one; however, it has been obvious over the past several years that clients want to participate in their own programming, so career development is a logical alternative. (Author)
Descriptors: *Career Development; Career Exploration; Career Guidance; Career Planning; *Models; *Needs Assessment; *Nondirective Counseling; *Rehabilitation Counseling; Rehabilitation Programs

EJ144394 CG510928
A Research Perspective on Counseling Women
Hill, Clara E.
Counseling Psychologist, 6, 2, 53-55 1976
Language: ENGLISH
This paper reviews research on psychotherapy and counseling for women. It divides the research according to focus: client variables; counselor variables; independent or treatment variables; and dependent or criterion variables. A general criticism is that clients and counselors tend to be seen as homogeneous rather than heterogeneous populations. (NG)
Descriptors: *Psychotherapy; *Counseling; *Females; *Needs Assessment; *Research Needs; Sex Stereotypes; Stereotypes; Feminism; State Of The Art Reviews; Social Discrimination

EJ144392 CG510926
Psychosocial Issues in Counseling Mastectomy Patients
Schain, Wendy S.
Counseling Psychologist, 6, 2, 45-49 1976
Language: ENGLISH
This article reports that breast cancer is an increasingly widespread illness among women. It notes that there are many severe psychosocial adjustments to be made to having the disease and explores ways that counselors and therapists can help women undergoing this ordeal. (NG)
Descriptors: *Adjustment (to Environment); *Counseling; Death; *Diseases; Fear; *Females; Intervention; *Needs Assessment; *Psychotherapy; State Of The Art Reviews
Identifiers: *Breast Cancer

EJ127399 CG509422
Guidance Program Evaluation: What's Out There?
Miller, Juliet V.; Grisdale, George A.
Measurement and Evaluation in Guidance, 8, 3, 145-152 Oct 1975
Language: ENGLISH
This article reviews a number of guidance evaluation materials and programs presently in use in terms of Stufflebeam's CIPP model. Some materials were simple evaluation instruments; others were as comprehensive as process guides for the planning, development, and application of a complete systems approach evaluation. (Author)
Descriptors: *Accountability; Clearinghouses; *Evaluation Methods; Guidance Personnel; *Guidance Programs; *Needs Assessment; Public Schools; State Of The Art Reviews; *Systems Analysis; *Systems Development

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ED202495 JC810216
Community College Vocational Education 1980's: Crucial Variables and Faculty Growth.
Landis, Jeanne T.
25 Mar 1981 21p.; Paper prepared for the Annual Community College Research Conference (Monterey, CA, March 25-27, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIEOCT81
Abstract: Examining societal factors that shape the role of vocational education, this paper presents instructional delivery and faculty development models designed to meet the vocational education needs of contemporary society. The report first identifies as part of a model for educational viability, three forces affecting vocational programming: society's demands for a trained workforce, the individual's demands for fulfilling employment and upward mobility, and the subject matter taught in response to the demands of both. The interaction of these forces is then examined in an historical review of the development of vocationalism in American higher education. A discussion follows of forces currently affecting vocational education, including increasing fiscal conservatism and the diversity of students and their needs and demands. The paper then presents four models for increasing educational effectiveness: (1) a student achievement model, which depicts student success as a function of his/her ability to define and work toward personal goals; (2) a model for individualized instruction, which gears the instructional and adjunct operations of a college toward meeting the learning objectives of students; (3) a counseling model designed to increase retention by helping the student to set and achieve realistic goals; and (4) a faculty growth model, which provides incentives and support. Diagrams illustrate the models. (JP)
Descriptors: *Academic Achievement; Access to Education; College Faculty; *Educational Counseling; Educational History; Educational Trends; *Faculty Development; *Individualized Instruction; Models; Social Stratification; Socioeconomic Influences; Student Educational Objectives; Two Year Colleges; Two Year College Students; *Vocational Education

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Print 40/5/1-48
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ED220784 CG016191
Family Assessment Process Manual.
Patterson, Jerri; And Others
Thomasville Board of Education, Ga.
1982 162p.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Grant No.: G008002126
Available from: Thomasville City Schools, P.O. Box 1999, Thomasville, GA 31792 ($5.00).
EDRS Price - MF01/PC07 Plus Postage
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEFEB83
The five-step family assessment process presented in this manual is designed to facilitate the accurate, organized collection of information necessary for the development of an intervention plan for families with children. The materials contain the five forms that are to be completed as part of the assessment process, including a: (1) family interview form for a complete social history of the child; (2) parent questionnaire for identification of information areas; (3) resource utilization checklist for identification of required community services; (4) family needs inventory for staff review of family needs; and (5) individual family plan for development of a contract between staff and family to set goals and plan activities. Each section of the assessment process is explained with the help of a sample case summary. The manual is written from a social service perspective and is meant to be self-explanatory to helping professionals. Sample forms are also included along with a list of references and resources. (JAC)
Descriptors: Attitude Measures; Community Services; Delivery Systems; Developmental Disabilities; *Evaluation Methods; *Family (Sociological Unit); *Family Counseling; Family Problems; *Human Services; *Intervention; *Needs Assessment; Program Guides

ED208293 CG015463
Assessing Guidance Needs of Handicapped/Special Students.
Strub, Dick
Apr 1981 43p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (St. Louis, MO, April 12-15, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Iowa
Journal Announcement: RIEMAR82
This document describes a project to develop an instrument for the assessment of the guidance and affective needs of special education students. The needs assessment instruments, contained in the appendices, are presented: the primary grade level "What Do You Think" inventory to assess school, family, self, and peer concerns; and the "Concerns I Have" instrument for fourth through eighth grade students to assess self, peer, school, family, and career and decision-making concerns. Findings from the administration of these instruments to both different categories of special education students and regular classroom students are presented in tabular form. An elementary school developmental guidance program is discussed in terms of goal setting, needs assessment, prioritizing, objectives, implementation, and evaluation. (NRB)
Descriptors: Career Guidance; Decision Making; Elementary Secondary Education; Family Life; *Measures (Individuals); *Needs Assessment; Peer Relationship; Program Descriptions; *Program Development; *School Guidance; Self Concept; *Special Education; Student Attitudes; *Student Needs

ED203248 CG015231
Counseling as a Related Service.
Lornell, Wallace M.
New York State Education Dept., Albany. Bureau of School Psychological and Social Services.
1980 22p.
Sponsoring Agency: New York State Education Dept., Albany. Office of Educational Finance, Management, and School Services.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); GENERAL REPORT (140)
Geographic Source: U.S.; New York
Journal Announcement: RIENOV81
Government: State
Guidelines in this publication are concerned with the provision of counseling as a related service for handicapped children, and are written to assist school personnel in discharging their responsibilities when the Committee on the Handicapped (COH) determines that a pupil requires counseling. Legal authorization for such counseling is reviewed and the counseling procedure is discussed. The COH recommendation for counseling is described as one section of Phase I of the development of the Individual Educational Plan (IEP). Other Phase I activities are presented, e.g. the basis for the COH recommendation, and a description of the school-based assistance for the handicapped student and his family. Phase II of the IEP is detailed as an outline of specific objectives, goals and evaluation procedures. The various stages of school-based counseling and its sychronization with the IEP are described. Case illustrations of counseling at Prephase I, Phase I, Phase II, and a counseling continuum are provided. Although geographically specific, this document could serve as a useful guide for developing counseling programs for handicapped students. (NRB)
Descriptors: Case Studies; •Counseling Services; •Disabilities; Elementary Secondary Education; Helping Relationship; •Individualized Education Programs; •Needs Assessment; Program Development; •School Counseling; •School Responsibility; Student Needs; Students
Identifiers: •Related Services

ED198469 CG015058
Development of a Student Needs Assessment Inventory for Secondary School Guidance Departments.
Crawford, Patricia
North York Board of Education, Willowdale (Ontario).
Jul 1979 28p.
Available from: Educational Research and Evaluation Services, North York Board of Education, 171 Avondale Avenue, Willowdale, Ontario, Canada M2N 2V4 ($1.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: Canada; Ontario
Journal Announcement: RIEJUL81
Guidelines issued by the Ministry of Education suggested a needs assessment model for designing school guidance programs. Subsequently, an instrument was developed to enable school guidance personnel to conduct an assessment of student needs. A 119-item questionnaire reflecting 13 areas of need was administered to 313 secondary students. Students rated each item in terms of its importance and in terms of their degree of satisfaction with the service provided. Data analysis resulted in reduction of the questionnaire to 74 items in 8 areas and a rewriting of the item format and satisfaction rating. The revised questionnaire was administered to 707 students in 3 secondary schools. Data analysis from this administration resulted in a 46-item questionnaire focused on 11 major factors, including personal skills, career preparation, leadership, creativity, leisure, economic influences, college preparation, work experience, job interviews, family relationships, and working conditions. (The tables list items, item number, and factor loadings; the final inventory is included in the appendix.) (NRB)
Descriptors: Career Exploration; College Preparation; •Evaluation Methods; Foreign Countries; •Individual Differences; •Needs Assessment; Participant Satisfaction; •School Guidance; Secondary Education; Secondary School Students; Student Development; •Student Needs; •Test Construction
Identifiers: •Canada

ED195653 CE026448

Displaced Homemakers in Connecticut. Surveys and Evaluation of Services.

Palm, Kathleen; Shepela, Sharon Toffey

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.; Hartford Coll. for Women, Conn. Counseling Center.

1979 99p.; Some appendix pages will not reproduce well.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); RESEARCH REPORT (143)

Geographic Source: U.S.; Connecticut

Journal Announcement: RIEMAY81

Government: State

An estimated 64,490 displaced homemakers (primarily middle-aged women who have been full-time homemakers but who have lost their source of support through divorce, death, or abandonment of a spouse) live in Connecticut, and many of them need job services, counseling, and assertiveness training in order to find jobs and lead self-sufficient lives, a survey found. The survey was conducted via a mailed questionnaire to 400 social service agencies or groups, asking them to describe their services to their clients. From the 133 responses received, 60 agencies were selected to receive a more detailed questionnaire, to which 45 responded. In addition, a profile of displaced homemakers was drawn from an analysis of 4,500 files of women clients of The Counseling Center over the past ten years. Responses from the agencies indicated that at least 80 percent of their women clients lack skills, self-confidence, recent paid work experience, training, or education needed to obtain a job. Other problems faced by at least 50 percent of the women include lack of adequate child care, lack of transportation, emotional problems, age discrimination, low motivation, lack of available training, and lack of after-school care for children. The survey also showed that displaced homemakers frequently used job services and support services when they were available, although such services were provided for only a miniscule number of women. The report recommends increased services and increased funding for existing services. (KC)

Descriptors: Adults; *Career Change; *Career Counseling; *Counseling Services; *Displaced Homemakers; Employment Opportunities; *Employment Qualifications; Females; Job Placement; Job Search Methods; Job Training; Middle Aged Adults; Models; *Needs Assessment; Problems; Questionnaires; Social Agencies; *Social Services

ED193555 CG014716

River City High School Guidance Services: A Conceptual Model.

American Coll. Testing Program, Iowa City, Iowa.

1976 176p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-71-4663

Available from: ACT Publications, P.O. Box 168, Iowa City, IA 52240 ($2.00)

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: GENERAL REPORT (140); EVALUATIVE REPORT (142)

Geographic Source: U.S.

Journal Announcement: RIEMAR81

This model describes how the guidance staff at a hypothetical high school communicated the effectiveness of the guidance program to students, parents, teachers, and administrators. A description of the high school is presented, and guidance services and personnel are described. A conceptual model responding to student needs is outlined along with procedures for implementing the defined needs. Methods and forms necessary for assessing needs, establishing priorities, developing objectives, planning activities, and evaluating the program are included. The classification of information from needs assessment surveys into 17 categories is presented along with a planning and record sheet for each category that outlines categories, objectives, planned activities, staff involvement, timeliness, resources needed, and estimated costs. Listings are provided for activities and evaluation resources, and ACT publications for secondary school guidance programs. Appendices list program objectives for educational, career, social, and community domains and provide numerous worksheets for counselors. (NRB)

Descriptors: Career Counseling; Classification; *Guidance Programs; High Schools; *Individual Development; Models; *Needs Assessment; Objectives; Program Effectiveness; *Program Implementation; Records (Forms); *School Guidance; Secondary Education; *Student Needs; Worksheets

ED192136 CE026733

Skills for Adult Guidance Educators. Package 6: Identifying Community Resources.

Underhill, Jane, Ed.

Northwest Regional Educational Lab., Portland, Oreg.

Apr 1975 64p.; For related documents see CE 026 726-739.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 ($5.00; complete set of fourteen volumes, $61.00).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEFEB81

This package is the sixth of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include eleven modules that pertain to two role statements. The role statements describe the trainee objectives to demonstrate (1) knowledge of community resources agencies (7 modules) and (2) ability to conduct a needs assessment survey to determine adult education guidance and counseling needs in the community (4 modules). Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materials (supplemental activities, tape transcripts, and articles). (YLB)

Descriptors: *Adult Counseling; Adult Education; Behavioral Objectives; Career Counseling; Career Guidance; *Community Resources; *Community Surveys; Counseling Services; *Counselor Training; Guidance Programs; Learning Activities; *Needs Assessment; Pretests Posttests; Program Development; Program Implementation; *Public Agencies; Skills

ED189939 HE012862

Integrating the Technical and the Political: The Case of an Assessment of Educational Information Service Adequacy in Oregon. AIR Forum 1980 Paper.

Kinnick, Mary K.

Apr 1980 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (20th, Atlanta, GA, April 27-May 1, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEDEC80

Evaluation strategies used in a 1979 assessment study of information services in Oregon are described. The study was designed to assist staff and members of the Oregon Educational Coordinating Commission with a policy decision. A multi-form, multi-method and multiple audience assessment strategy was used in an effort to account for both the technical and the political dimensions of analysis. The assessment featured in-mail surveys, interviews, extensive use of secondary sources of data, identification of environmental factors that might affect future educational information and counseling service development in Oregon, a specification of study limitations, and a final working conference where preliminary assessment findings were reviewed and debated. The needs assessment considered the adequacy of educational information and counseling services in the state in order to help in the decision of whether to apply for federal funds under the Educational Information Centers Program. It was concluded that information services were not adequate. (Author/SW)

Descriptors: Decision Making; Delivery Systems; Educational Assessment; *Educational Counseling; Evaluation Criteria; Government Role; Higher Education; *Information Dissemination; Information Needs; *Information Services; Interviews; *Needs Assessment; *Occupational Information; State Surveys; Statewide Planning

Identifiers: *AIR Forum 1980; Educational Information Centers Program; *Oregon

DIALOG File1: ERIC - 66-83/Feb (Item 9 of 48) User 1210 1mar83

ED189511 CG014536
Leisure Counseling. Searchlight Plus: Relevant Resources in High Interest Areas, No 48+.
Loesch, Larry
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
1980 10Gp.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-78-0005
Available from: ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($2.50)
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); ERIC PRODUCT (071); BIBLIOGRAPHY (131)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEDEC80
This information analysis paper reviews the literature on leisure counseling, identified by a computer search of the ERIC data base from November 1966 through December 1979. The introduction highlights specific issues and trends, including the changing views and importance of leisure, changes in the nature and functions of leisure, and the emergence of leisure counseling in response to leisure problems. Definitions of leisure counseling are provided in addition to descriptions of models, programs and counseling approaches. A discussion of the current status of leisure counseling emphasizing the need for a theoretical base, improved assessment instruments, training guidelines, and research on the nature and effectiveness of leisure counseling is presented. The computer search of educational journals and ERIC documents is also included with full reference citations. (NRB)
Descriptors: *Counseling Techniques; Counselor Training; *Leisure Time; Literature Reviews; Measurement Techniques; *Needs Assessment; *Research Needs; *Resource Materials; *Work Attitudes

ED186832 CG014429
Guidance Programs in Maryland: Utilization of Research Results by a Board Appointed Task Force.
Sunshine, Phyllis M.; And Others
1980 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; Maryland
Journal Announcement: RIFOCT80
In response to concerns about the role of the school counselor in guidance programs, the Maryland State Board of Education appointed a one-year task force to study the guidance programs in Maryland schools and to make recommendations for program improvement. The responsibilities of the task force were to: (1) establish state goals and objectives for guidance programs; (2) examine guidance personnel roles; (3) evaluate counselor knowledge and skills; (4) establish the elements of a "good" guidance program; and (5) determine a methodology for evaluating school guidance programs. The task force assessed the guidance needs of students and translated those needs with the help of factor analyses into guidance goals and objectives, and surveyed the school community's perception of current and future guidance personnel and program requirements necessary for meeting the goals and objectives. The findings provided a basis for establishing a set of recommendations for future guidance programs within Maryland. Also developed was a state plan for guidance which included state, local school system, and individual school activities to be followed for the next five years. (Author)
Descriptors: *Counselor Evaluation; Counselor Role; Elementary Secondary Education; Evaluation Methods; *Guidance Objectives; *Guidance Programs; *Needs Assessment; Research Utilization; School Community Relationship; School Counselors; *School Guidance; State Surveys; Student Development; *Student Needs
Identifiers: *Maryland

ED185437 CG014262

Views of Mental Health: A First Step in Needs Assessment.

Ronald, Linda; And Others

Sep 1979 22p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Ohio

Journal Announcement: RIESEP80

Mental health professionals and the general public have generally held differing attitudes toward mental illness. As part of a needs assessment survey, 102 persons (20 service providers, 20 referral persons, and 62 potential consumers) were interviewed concerning their views of mental health problems and services. Respondents first listed examples of problems existing in their community and then judged the similarity between problems on the comprehensive list. Multidimensional scaling techniques indicated that each of the groups was organizing its thinking about mental health problems along three dimensions: personal, institutional, and chronological. The dimensions were weighted differently by each of the three groups. Service providers placed more emphasis on the 'personal' dimension, potential consumers on the 'institutional' dimension, and referral persons on the 'chronological' dimension. While the groups seemed to have common grounds for communication about mental health issues, they appeared to disagree about priorities in mental health planning. (Author/BMW)

Descriptors: *Counseling Services; Counselors; *Human Services; *Mental Health Programs; Multidimensional Scaling; *Needs Assessment; *Program Development; *Public Opinion; *Social Attitudes

ED183996 CG014221

Using Four Career Guidance Strategies With Ethnic Minorities. Module 45.

Parker, Woodrow M.; McDavis, Roderick J.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Mar 1979 86p.; For related document see CG 014 222

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Geographic Source: U.S.; California

Journal Announcement: RIEAUG80

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with ethnic minorities in school settings, kindergarten through postsecondary level. The goal of this module is to help participants learn four career guidance strategies: (1) group interaction to enhance self-concept; (2) information giving for career exploration; (3) assessment to identify career needs; and (4) decision making. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

Descriptors: *Career Guidance; *Decision Making Skills; Elementary Secondary Education; *Ethnic Groups; Group Activities; *Group Counseling; Guidance Personnel; Minority Groups; *Needs Assessment; Occupational Information; Postsecondary Education; *Self Concept; Skill Development

ED182675 CG014217

Designing Career Development Programs for Business and Industry. Module 41.

Leibowitz, Zandy; Schlossberg, Nancy
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Mar 1979 189p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; California
Journal Announcement: RIEJUL80

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for helping professionals who have the responsibility of providing career development services to adults employed in business and industrial settings. The goal of this module is to help participants: (1) apply concepts of adult career development to client problems; (2) gain skills in organizational needs assessment; (3) plan a career development program; and (4) design a program evaluation plan. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

Descriptors: •Adult Counseling; •Business; Career Counseling; •Career Development; Counselors; Industry; •Needs Assessment; •Planning; Program Effectiveness; •Program Evaluation

ED181338 CG014050

Assessing Current Status. Module 4.

DuBois, Phyllis
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Jul 1978 101p.; For related documents see CG 014 049-057, ED 124 823 and ED 133 511. Reprint.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN80

This staff development module is part of one of three groups of career guidance modules developed, field-tested and revised by a six-state consortium coordinated by the American Institutes for Research. This module is the fourth in a series on developing a comprehensive career guidance program at the high school level, designed to aid guidance personnel responsible for developing student-focused programs. The goal of this module is to provide users with the tools necessary to assess the current status of their career guidance programs through an examination of current human, technical, and financial program resouces. The format of the module consists of an introductory overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's role and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

Descriptors: •Career Development; •Career Guidance; Counselors; •Educational Resources; Guidance Personnel; Inservice Education; Management Systems; •Needs Assessment; Professional Development; •Program Design; •Resource Allocation; Secondary Education

ED178791 CG013895

Nebraska School Counselors' Perceptions of Counseling Responsibilities and Satisfaction With College Preparation: A Monograph.

Harding, Dennis; And Others

Nebraska State Dept. of Education, Lincoln.

Feb 1979 35p.; Table may be marginally legible

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Nebraska

Journal Announcement: RIEAPR80

Government: State

Elementary and secondary school counselors in Nebraska were assessed in terms of their views on the need to be able to perform certain professional and job-related responsibilities and the adequacy of their college preparation to prepare them to meet those responsibilities. A survey instrument, based on a needs assessment model, was developed to identify needs and to indicate whether or not those needs were met; it also allowed for the establishment of priorities by considering the degree of need (Need Index) and the extent to which the need was or was not met (Satisfaction Index or Dissatisfaction Index). Additionally, respondents (N=423) were asked to indicate the extent of their agreement to 38 statements about counselor training using a Likert-type scale. Results indicated that counselors: (1) perceive a need to perform many roles; (2) feel they have not been adequately prepared for some of the roles; (3) need more training in family intervention techniques; and (4) need more training in methods to develop and manage a broad range of guidance functions required in school settings. (Author/HLM)

Descriptors: *Counselor Role; Counselors; *Counselor Training; *Educational Needs; Elementary Secondary Education; *Guidance Programs; *Needs Assessment; *Perception; Professional Education; Research Reports; Surveys

Identifiers: *Nebraska

ED177824 EC121573

Lifelong Career Development Needs Assessment Study. Working Paper No. 3. Lifelong Career Development Project.

Schoepke, JoAnn M.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Jul 1979 95p.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Grant No.: OEG-00-78-1844

Available from: University of Missouri-Columbia, LCD Project, Department of Counseling and Personnel Services, College of Education, 223 S. Fifth Street, Columbia, MO 65211 ($2.50)

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Missouri

Journal Announcement: RIEMAR80

The report presents findings from needs assessment studies conducted in three community college areas to examine the extent to which 161 severely handicapped adults in seven disability groups (orthopedic, visual, hearing, mental retardation, epilepsy, cerebral palsy, and multiple handicapping conditions) have acquired 22 life centered competencies (daily living skills, personal-social skills, and occupational guidance and preparation). In addition to survey results of the disabled individuals, findings from interviews with their relatives, representatives of agencies serving the disabled, community college faculty and staff, and employers are discussed. Data are anlayzed for each of 10 research questions, including proficiency levels of each disability group for each competency, employment status, differences between disabled persons and their relatives' perceptions of their competencies, barriers to attaining personal and career goals, and attitudes of community college faculty and area employers toward the disabled. Among findings summarized are that persons with multiple handicaps and persons with mental retardation reported less ability to perform the competencies than other groups; 64% stated that they would like to receive further training; relatives' perceptions tended to confirm the self reports of the disabled concerning career development competencies; and attitudes of others were noted as barriers to goal achievement by the disabled and their relatives. (CL)

Descriptors: *Adjustment (to Environment); Adults; Career Choice; *Career Guidance; Cerebral Palsy; *Community Colleges; *Daily Living Skills; Employment; Epilepsy; Exceptional Child Research; Hearing Impairments; Interpersonal Competence; Mental Retardation; Multiple Disabilities; *Needs Assessment; Physical Disabilities; *Severe Disabilities; Visual Impairments

ED174907 CG013698

Counseling Needs of Older Persons.

Myers, Jane E.

16 Nov 1978 8p.; Paper presented at the Conference of the Florida Personnel and Guidance Association (Orlando, Florida, November 16-18, 1978)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN80

The Older Person's Counseling Needs (OPCN) Survey is used as an instrument to assess counseling needs of older persons in relation to their major life concerns. Four key areas of concern have been identified. These include personal, interpersonal, activity, and environmental concerns. These four areas have been subdivided to achieve 27 basic concerns of the elderly. The 54-item OPCN Survey assesses needs for counseling and attitudes towards needs for counseling in relation to these 27 areas. The survey, administered to a representative sample of 850 older persons in North Florida, reveals that certain groups of older persons have significantly higher needs for counseling than other groups and are thus identified as being "at risk" in terms of the provision of immediate counseling services. The importance of this information is related to further development and use of the OPCN Survey in the three major areas of selection, individual counseling, and program evaluation. (The survey instrument is not included.) (Author/PJC)

Descriptors: *Adult Counseling; Attitudes; *Counseling Effectiveness; Individual Counseling; *Needs Assessment; *Older Adults; Program Evaluation; Psychological Needs; Surveys

ED174775 CE022113

The Needs Assessment Report for the Formulation of State and Local Career and Vocational Guidance Plans.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Jan 1979 189p.; Some of the tables in this document will not reproduce well due to small, light print; For related documents see CE 022 112-114

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: G007702132

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; West Virginia

Journal Announcement: RIEJAN80

Government: State

The purpose of this needs assessment study was to demonstrate the need for a comprehensive career and vocational guidance and counseling plan in West Virginia. Survey instruments adapted from a number of existing instruments which pertain to career and vocational education and counseling were administered in forty-nine of fifty-five counties. Students, parents, out-of-school youth and adults, postsecondary public school students, college freshmen, and school counselors completed questionnaires on the importance of career and vocational guidance needs and how well these needs were being met. Counselors, school administrators and teachers, and vocational rehabilitative administrators completed forms dealing with current levels of counselor competencies and the importance of these competencies. In addition, ten employers in each county were contacted in order to gain understanding of desirable skills and the attainment of these skills by former students. The major finding of the project was that there exists a need for career and vocational guidance and counseling services throughout the state. Findings support the necessity of developing a state model for comprehensive services to be available to all persons. The needs assessment instruments are included in the appendix. (LRA)

Descriptors: Administrator Attitudes; Adult Education; *Attitudes; Career Counseling; *Career Guidance; *Career Planning; *Counseling Services; Counselor Attitudes; Counselors; Elementary Secondary Education; Employer Attitudes; *Guidance Programs; Needs; *Needs Assessment; Parent Attitudes; Postsecondary Education; Questionnaires; Skills; State Surveys; Statewide Planning; Student Attitudes; Surveys; Teacher Attitudes; Vocational Rehabilitation

Identifiers: West Virginia

73

ED174774 CE022112

A Planning Model for the Formulation of State and Local Career and Vocational Guidance Plans.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Jan 1979 33p.; Not available in hard copy due to thin type; For related documents see CE 022 113-114

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: GOO7702132

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; West Virginia

Journal Announcement: RIEJAN80

Government: State

A planning model is presented which was used throughout the development of state and local and vocational guidance models and plans for West Virginia. The general planning model upon which the state model is based is also included. The planning model used is outlined in eighteen steps: (1) identify the problem; (2) decision makers awareness; (3) assign resources; (4) identify and involve community task force members; (5) identify and review information; (6) develop and/or select needs assessment instrument and processes; (7) conduct needs assessment; (8) analysis of assessment data; (9) analysis of resources such as staff, materials and facilities; (10) establish goals; (11) establish objectives; (12) develop a comprehensive model plan; (13) develop a feasible plan based on priority needs and obtainable resources; (14) obtain approval for field testing for purposes of evaluation and revision; (15) implement on a limited basis; (16) evaluation; (17) revision; and (18) submit for final approval. An explanation is provided on the application of the adapted planning model for development of a career and vocational guidance model. Planning model resource material is presented in the appendix. (LRA)

Descriptors: *Career Guidance; Career Planning; Community Programs; Counseling Services; Evaluation; Guidance Programs; Guidelines; *Models; *Needs Assessment; Objectives; *Planning; Program Development; Resource Allocation; Statewide Planning

Identifiers: West Virginia

ED174694# UD019478

It's Me Again; An Aftercare Manual for Youth Workers.

Beyer, Margaret; Puritz, Patricia

National Youth Alternatives Project, Inc., Washington, D.C.

1978 75p.

Available from: National Youth Alternatives Project, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036 ($4.50)

Document Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEDEC79

Aftercare is the service provided for a youth and his family following a crisis. To be responsive to youth needs, aftercare programs must provide continuity of care and be flexible. They must also address themselves to the well-being of the entire family and develop community networks of youth services. Planning is essential to the development of an adequate aftercare component in any crisis intervention program. After crisis stabilization, the youth's need for aftercare must be assessed. Many of the youth served need intensive family counseling, individual or group counseling, alternative housing, and active support for independent living. Most programs cannot provide all the long term care needed by their clients, so they rely on the services of other agencies. However, many clients are not motivated to continue to take advantage of aftercare services. Aftercare is best carried out when all long term care responsibilities are assigned to specific staff within a separate aftercare component. Clients and staff should assess the quality of aftercare services and funds should be sought for generating special aftercare resources. (Author/MC)

Descriptors: Administrator Guides; *Agency Cooperation; *Counseling Services; *Crisis Intervention; *Needs Assessment; Program Development; Program Evaluation; Referral; Staff Role; *Youth Problems; *Youth Programs

ED174380 RC011570

An Assessment of Career Education Needs in Mississippi.

Cage, Bob N.; And Others

Mississippi Univ., University. Bureau of Educational Research.

Research in Education, v9 n3 Jun 1977

Jun 1977 6p.; Some pages may not reproduce well due to small print size

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Mississippi

Journal Announcement: RIEDEC79

Career education needs improvement at all educational levels in Mississippi according to summarized results of a 1976 survey of students and faculty in public schools and in schools for the blind, deaf, and crippled students. Among sixth grade students, 64% feel their parents can best advise them regarding a career, while 49% of twelfth grade students feel teachers and counselors can be most helpful. Junior college and college sophomores feel teachers and parents are equally influential. Physically disadvantaged students depend to a much greater degree on their teachers and counselors for career information and are more oriented to jobs than to careers. They need more career awareness. Students at all levels need to assess their interests, values, and goals in preparation for career choices. They also need to understand the relationship of the curriculum to the world of work, but only 18% of ninth graders have teachers who often relate school to work. Most public school teachers and fewer teachers of the disadvantaged want to teach career education although they feel unprepared to do so and need inservice training. The Mississippi State Career Education Advisory Board is using the findings in planning comprehensive career education throughout the state. (SB)

Descriptors: Career Awareness; Career Choice; *Career Counseling; *Career Education; Counselor Role; Disadvantaged Youth; Elementary Secondary Education; Handicapped Students; Interests; *Needs Assessment; Parent Role; Postsecondary Education; Public Schools; Relevance (Education); *Rural Education; Special Schools; *Student Attitudes; Surveys; *Teacher Attitudes; Teacher Role

Identifiers: *Mississippi

ED173539 CE019609

The Guidance Needs of Women. Information Series No. 149.

Harmon, Lenore W.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

1979 22p.; For related documents see CE 019 603-618

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 498AH80003

Contract No.: 300-78-0032

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); POSITION PAPER (120); SERIAL (022)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEDEC79

Both internal and external barriers prevent women from utilizing equal opportunity. Counselors, teachers, administrators, and researchers must understand the guidance needs of women so that they can help them overcome these barriers. Career and cognitive development theories require individuals to pass through several stages, and according to Maslow's theory, all individuals are subject to the same hierarchy of needs. When counselors are aware of these stages and needs, they can help their female clients first by assessing the status of their development, and then by helping them develop their vocational self-concept. After achieving this goal, counselors can then assess their clients' interests, values, and skills and develop individualized plans for them. The most subtle problem that counselors face is how to present the real barriers that exist in the world of work and in the wife/mother role without discouraging female clients from trying new job roles. Specific recommendations to aid counselors, teachers, administrators, and researchers in comprehending and meeting the guidance needs of women include (1) being aware of the facts of female employment, of the special skill needs of women and of their need for reinforcement; (2) challenging developers of counseling and curricular materials to eliminate sex stereotyping; and (3) developing support groups and programs to develop specific personal skills. (This paper is one in a series of sixteen knowledge transformation papers.) (ELG)

Descriptors: *Career Choice; *Career Counseling; Career Development; *Career Guidance; Cognitive Development; Counseling Objectives; Employment Opportunities; Employment Problems; *Females; *Needs Assessment; Opinions; Self Concept; *Sex Discrimination; Sex Role; Sex Stereotypes

DIALOG File1: ERIC - 66-83/Feb (Item 23 of 48) User 1210 1mar83

ED167834 CE020385
The Adult Learner: Perceptions of Information and Counseling Needs.
Veres, Helen C.
Apr 1979 23p.; Paper presented at the American Educational Research Association Conference (San Francisco, California, April 1979); Appendix A may not reproduce well due to small print
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; New York
Journal Announcement: RIEAUG79
A study was conducted to (1) identify continuing education needs and barriers to adult participation in New York State (excluding New York City); (2) collect information about adult education services and staff development priorities in programs sponsored by public schools, Boards of Cooperative Educational Services, and two-year state colleges; and (3) utilize obtained information in regional and state planning for program and staff development. A multiple choice questionnaire was developed to obtain information in six major areas: adult background, past participation, obstacles, and preferred participation conditions in continuing education activities, expressed learning interests, and potential for counseling services utilization. The interview sample included 20,486 adults, sixteen years or older and not full-time students. In general, findings indicated that those who saw themselves as needing information and likely to use counseling services included: persons viewing continuing education as a means of obtaining or advancing in the job, the young, the economically disadvantaged, and those who wished to acquire basic educational skills. Adults with lowest incomes and educational attainment were most likely to perceive lack of information as interfering with participation. The highly ranked barrier, tuition costs, indicates attention should be given to problems of financing continuing education. Also, additional efforts might be directed to further identify and discriminate among strategies to reach special adult target groups. (CSS)
Descriptors: Adult Education; *Adult Learning; *Adults; Basic Skills; *Counseling; Economically Disadvantaged; Educationally Disadvantaged; Employment Qualifications; Individual Characteristics; *Information Needs; Lifelong Learning; *Needs Assessment; Program Development; Questionnaires; Staff Development; State Surveys; *Student Educational Objectives; Surveys; Young Adults
Identifiers: *New York

ED166430 08 CE019699
Life Career Development Needs Survey: Adult--Young, Middle & Older. Comprehensive Career Guidance Projects.
Moore, Earl J.; And Others
Missouri Univ., Columbia. Coll. of Education.
1977 51p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-698
Sponsoring Agency: Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.
Grant No.: G007500339
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEJUL79
This manual explains how to administer the Life Career Development Needs Survey(s) for adults and suggests ways to use the data obtained. Three separate needs surveys are included for the following segments of the adult population: young adult, middle adult, and older adult. The instruments are based on three domains of career development needs: interpersonal effectiveness; work and life skills; and life career planning. These domains represent major spheres of concern in the Georgia Comprehensive Career Guidance Project's life career development model. (See ERIC document CE 019 692 for a detailed description of the career guidance model for postsecondary and adult programs; ED 160 850 describes the elementary and secondary career guidance model.) Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697) and secondary students (CE 019 698); guidance program assessment instruments for elementary schools (CE 019 694), secondary schools (CE 019 695), and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 693). (BM)
Descriptors: Administrator Guides; *Adults; *Career Development; Counseling Services; *Guidance Programs; Measurement Instruments; *Needs Assessment; Student Needs; *Surveys
Identifiers: *Georgia Comprehensive Career Guidance Project

ED166429 08 CE019698
Life Career Development Needs Survey. Secondary School. Comprehensive Career Guidance Projects.
Miller, Yvonne Cecil; And Others
Missouri Univ., Columbia. Coll. of Education.
Jun 1977 20p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-699
Sponsoring Agency: Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.
Grant No.: G007500339
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEJUL79
This manual explains how to administer the instrument, Life Career Development Needs Survey--Secondary School, and suggests ways to interpret the data obtained. Interpretive information is included for both computer analysis and hand computation. Computational aids for hand computation and the survey instrument are appended. This survey instrument is based on the following three domains of career development needs: interpersonal effectiveness; work and life skills; and life career planning. These domains represent major spheres of concern in the Georgia Comprehensive Career Guidance Project's life career development model. (ERIC document ED 160 850 provides a detailed description of this model and strategies for program development/implementation on the elementary and secondary levels; CE 019 692 describes the postsecondary and adult model.) Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697) and adults (CE 019 699); guidance program assessment instruments for elementary schools (CE 019 694), secondary schools (CE 019 695), and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 693). (BM)
Descriptors: Administrator Guides; *Career Development; Counseling Services; *Guidance Programs; Measurement Instruments; *Needs Assessment; Secondary Education; *Student Needs; *Surveys
Identifiers: *Georgia Comprehensive Career Guidance Project

ED166428 08 CE019697
Life Career Development Needs Survey. Elementary School. Comprehensive Career Guidance Projects.
Moore, Earl J.; Miller, Yvonne Cecil
Missouri Univ., Columbia. Coll. of Education.
Jun 1977 19p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-699
Sponsoring Agency: Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.
Grant No.: G007500339
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEJUL79
This manual explains how to administer the instrument, Life Career Development Needs Survey--Elementary School (grades 4-6), and suggests ways to interpret the data obtained. Interpretive information is included for both computer analysis and hand computation. Computational aids for hand computation and the survey instrument are appended. This survey instrument is based on the following three domains of career development needs: interpersonal effectiveness; work and life skills; and life career planning. These domains represent major spheres of concern in the Georgia Comprehensive Guidance Project's life career development model. (ERIC document ED 160 850 provides a detailed description of this model and strategies for program development/implementation on the elementary and secondary levels; CE 019 692 describes the postsecondary and adult model.) Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for secondary students (CE 019 698) and adults (CE 019 699); guidance program assessment instruments for elementary schools (CE 019 694), secondary schools (CE 019 695), and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 693). (BM)
Descriptors: Administrator Guides; *Career Development; Counseling Services; Elementary Education; *Guidance Programs; Measurement Instruments; *Needs Assessment; *Student Needs; *Surveys
Identifiers: *Georgia Comprehensive Career Guidance Project

ED163361 CG013075

Elementary School Guidance: Program Planning, Organization and Implementation.

Worzbyt, John C.

Pennsylvania State Dept. of Education, Harrisburg.

Jan 1978 179p.

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEMAY79

Government: State

This monograph is designed to assist individual schools to plan for, organize, implement, and manage their own elementary school guidance programs. Those school districts supporting a centralized team planning approach to program development will also find the monograph useful, but may wish to adapt some of the suggestions to fit their own organizational structures. For those school districts already having elementary school guidance, the monograph can be of assistance in providing suggestions for program review, reorganization if it is desired, expansion, and evaluation. And to the guidance counselors themselves, who often have the primary responsibility of insuring for an effective guidance program, the monograph will surely prove to be a useful resource. Chapters deal with all aspects of guidance program development, including needs assessment, planning and organization, program implementation, and program evaluation. (Author)

Descriptors: *Elementary Education; *Guidance Objectives; *Guidance Programs; *Needs Assessment; Organization; Program Descriptions; *Program Development; Program Improvement; *School Counselors

ED160835 08 CE018130

A Needs Based Vocational Guidance Program. Exemplary Project in Vocational Education Conducted under Part C of Public Law 90-576. Final Report.

Georgia State Dept. of Education, Atlanta.

Sep 1976 128p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 131-144, CE 018 146-148, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No: V0244-VZ

Grant No.: OEG-0-74-1741

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEMAR79

Government: State

The purpose of this project was to develop and disseminate a conceptual model for comprehensive secondary school (7-12) career guidance programs. The model consisted of transportable packages intended to provide a framework for the delivery of career guidance strategies designed to facilitate the achievement of desired student outcomes. Initially, sixteen Georgia school systems were involved, but later seven systems were discontinued and twenty-one new systems were added. A needs assessment was conducted to ascertain need priorities for program planning and development, and a multiple criterion approach to the assessment of the project was planned (some of the instruments are appended). The major conclusions are (1) though staff development is costly and frustrating, it seems to be the key to lasting effect and carry-over from project orientation to project continuation; and (2) there is a critical need at all levels (state, local, and federal) for more program coordination. (Numerous materials are appended, including guides for training paraprofessionals, establishing a career guidance center, setting up a career guidance library, and evaluating the program. Also, twenty four related documents are available, such as a program development guide--CE 018 146; a staff development handbook--CE 018 138; an external evaluation of the training materials--CE 018 339; and several staff development training manuals and materials for both the secondary and elementary school levels.) (BM)

Descriptors: Career Awareness; Career Development; Career Education; *Career Guidance; *Cooperative Programs; *Coordination; Curriculum Development; Educational Strategies; *Faculty Development; Fused Curriculum; Guidance Programs; Inservice Teacher Education; *Needs Assessment; Program Design; *Program Development; *Program Evaluation; Program Guides; Secondary Education

Identifiers: *Georgia Comprehensive Career Guidance Project

ED149218 CG012088
Elementary Counselor Need and Duties: Do Nevada's Principals Reflect the National Opinion?
Pierce, Keith A.
[1976 12p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUN78
In a leading Nevada school district 35 elementary principals were surveyed to determine their perception of the need for elementary school counselors and the duties they would like a counselor to perform in their schools should counselors become available. Two findings emerged prominently: (1) the principals do want elementary school counselors; and (2) they want them to work directly with students and their teachers and parents rather than in clerical, administrative, and retaliatory behaviors. (Author)
Descriptors: *Counseling Objectives; Counseling Services; *Counselor Role; *Elementary Education; *Guidance Objectives; *Needs Assessment; *Principals; Public Schools; Pupil Personnel Workers; *School Counseling; School Districts; State Surveys
Identifiers: *Nevada

ED147719 CG012055
School Counselors Speak of, by, and for. Counselors and Their Professional Needs.
National Education Association, Washington, D.C. National Association of School Counselors
1976 25p.
Available from: National Association of School Counselors, 1201 16th St. N.W., Washington, D.C. ($3.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEMAY78
This booklet reports the responses of a "Survey of Counseling Problems" conducted in March 1976. It was felt that these responses indicate a national climate among counselors and point the way for them to play a more dynamic and integral role in the teaching profession. (PES)
Descriptors: *Counseling Objectives; *Counselor Role; *Job Satisfaction; *Needs Assessment; State of the Art Reviews; Surveys; *Task Analysis

ED147543 CE013817
The Development and Evaluation of Needs Appraisal Instruments for Determining Priorities for Guidance and Counseling Services for Elementary, Junior High and Secondary Schools. A Research Report.
Smith, Charles W.; Wilson, Helen L.
Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education.
Aug 1976 76p.; Appendix C and several pages in appendix K may not reproduce well due to faint type
Sponsoring Agency: Louisiana State Dept. of Education, Baton Rouge. Bureau of Student Services.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAY78
To identify the perceived counseling and guidance needs of students as expressed by students, teachers, and administrators, a project was conducted to develop and field-test a set of needs appraisal instruments which would objectively determine the counseling and guidance needs for elementary, junior high, and secondary schools in Louisiana and arrange them in priority order for individual schools. Development of the instruments involved research on instruments used in other states, format and item selection, consultation with a jury of counseling and guidance experts, field testing and revision. The instruments were implemented in schools within four selected parishes. A list of priorities was produced for each participating school, parish, planning region, and the combined statewide data. The following conclusions were made: The instruments developed can be used to assess the student counseling and guidance needs on an individual school basis and to identify unmet needs of students based on sexual and racial differences; and the perceived guidance and counseling needs of students as expressed by students tend to differ from those expressed by teachers while students and parents in general tend to agree. (The appendixes include the instruments developed and directions for their use.) (BM)
Descriptors: Administrator Attitudes; Career Development; Computer Oriented Programs; Counseling Effectiveness; Counseling Services; Elementary Education; Elementary Secondary Education; High Schools; Individual Development; Junior High Schools; *Material Development; *Measurement Instruments; *Needs Assessment; Parent Attitudes; Program Development; Racial Differences; *School Counseling; Sex Differences; Student Attitudes; *Student Needs; Teacher Attitudes
Identifiers: Louisiana

ED144755 RC010106
Rural Family Development: A Delivery System for Social Programs.
Coward, Raymond T.; And Others
Aug 1976 16p.; Paper prepared for the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEFEB78
The Family Assessment and Goal Establishment Model (FAGEM) draws its major impetus and structure from recent writings and trends in education, social planning, and family counseling. Built on a series of related premises addressing rural low income family needs, FAGEM can be reduced to four operational program delivery phases which include the following objectives and activities: Individual Family Needs Assessment (working in cooperation with the change agent, the family identifies and prioritizes its needs; at the conclusion of this phase, the primary needs of the family should be established and a trust relationship should be developed between the change agent and the family); Goal Establishment (the family and the change agent establish short-term, realistic goals and establish the basis for the initial delivery of educational services); Intervention (the change agent either: makes effective referrals to other community resources when goals are established which are beyond the scope of the program or require more training than the change agent has received or utilizes the training received to deliver a personalized family life education program designed to address the established goal); Family Needs Reassessment (the family and the change agent reassess family needs in terms of progress toward the goal, other needs which have emerged as the relationship between the change agent and the family has become more intimate, and the change agent's personal assessment of the family's needs; this should lead to either establishment of goals and FAGEM recycling or termination). (JC)
Descriptors: Activities; *Change Agents; *Cooperative Planning; Educational Objectives; Educational Planning; *Family (Sociological Unit); Family Counseling; Interaction; Intervention; Low Income; *Models; *Needs Assessment; Program Descriptions; Rural Development; *Rural Education; *Rural Population
Identifiers: *World Congress of Rural Sociology (4th)

ED143872 95 CE012571
Assessing Needs: Tabulation. A Procedural Guide for Supervisors. Research & Development Series No. 119-F. Career Planning Support System.
Coatney, Richard P.; And Others
Ohio State Univ., Columbus. Center for Vocational Education.
1977 62p.; For related documents see CE 012 561-563 and CE 012 568-576
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NE-C-00-3-0079
Available from: Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119F, $3.80; 12-item set, RD 119, $80.00)
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEFEB78
This guide, one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use, provides instruction for faculty/staff members (on a needs assessment task force) to lead others in manually tabulating data collected on four questionnaires administered as one of the activities of CPSS. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) (This guide will probably not be used if data is analyzed by computer. The computer option is discussed in the procedural guide on assessing needs--surveying.) Procedural sections of this guide provide detailed instructions for accomplishing the following tasks: Transfer questionnaire responses to code sheets; add each column on each code sheet and record sums; transfer sums on each code sheet to summary sheets; total summary sheets; compute percentages and sums of rankings and transfer to nine tables; and record all fill-in statements and comments. It is noted that results of the tabulation are intended for use in setting goals for the school's career guidance program. (TA)
Descriptors: Career Education; *Career Guidance; Career Planning; Committees; Community Surveys; *Data Processing; *Guidance Programs; *Guidelines; Leaders Guides; Management Systems; *Needs Assessment; Program Development; School Surveys
Identifiers: Career Planning Support System

ED143871 95 CE012570

Assessing Needs: Surveying. A Procedural Guide for Team Leaders. Research & Development Series No. 119-E. Career Planning Support System.

Amesquita, Marshall; And Others

Ohio State Univ., Columbus. Center for Vocational Education.

1977 19p.; For related documents see CE 012 561-563 and CE 012 568-576

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-3-0079

Available from: Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119E, $1.90; 12-item set, RD 119, $80.00)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEFEB78

Instruction for faculty/staff members on the needs assessment task force to lead others in preparing, administering, and collecting questionnaires is contained in this guide, one of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance programs. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This procedural guide is separated into four major sections, each section providing procedural steps to be carried out by one team during surveying. Separate steps are described for student, parent, graduate, and faculty/staff questionnaire teams; some steps involve managerial tasks and others involve team-oriented tasks. (Information gathered on the questionnaires is intended for use in determining the direction of the school's career guidance program.) (TA)

Descriptors: Administrator Role; Career Education; *Career Guidance; Career Planning; Committees; *Data Collection; Graduate Surveys; Guidance Programs; Information Needs; Information Sources; Leaders Guides; Management Systems; *Needs Assessment; Parent Attitudes; *Questionnaires; Resource Materials; School Surveys; *Surveys

Identifiers: Career Planning Support System

ED142881 CG011610

Needs Assessment: A Step in Program Planning. Career Guidance Programs.

New York State Education Dept., Albany. Bureau of Guidance.

1976 59p.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJAN78

This publication is designed for counselors, teachers and parents who want to improve their local guidance program and make it more responsive to the needs of those it serves. Broad and intensive school-community involvement, including parents, pupils, school personnel, school board members, and concerned citizens, is a primary feature. Step-by-step planning procedures are listed, based on the school's purpose and educational goals. Chapter One offers an overview for the casual reader. Chapter Two outlines the range of commitment and depth of involvement necessary for implementation of the process. Chapter Three contains specific procedures as well as samples and simulations of activities and materials to be used in school settings. (Author/BP)

Descriptors: Career Education; *Community Involvement; *Counseling Services; Elementary Secondary Education; *Guidance Objectives; Models; *Needs Assessment; Program Design; *Program Development; Public Schools; Surveys

ED142754 08 CE011766

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Process. Career Development Needs Assessment: A Procedural Guide for Assessing Career Development Needs of Individuals and Groups of Individuals in a School and Community Setting. Research and Development Series Number 118 B2.

Bush, Andrew J.; And Others

Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. Center for Vocational Education.; Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

1977 145p.; For related documents see CE 011 762-CE 011 777

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Grant No.: G007500350; G007500351; G007501231

Available from: Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset B $21.00, document B2 $8.25; quantity discounts available)

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJAN78

Materials contained in the 16 Volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This procedural handbook, one of five program development process documents for the series, provides information on why and how to conduct a career development needs assessment. One portion of the handbook deals with the ideas surrounding the execution of a needs assessment and offers concrete guidelines for conducting such an assessment for career guidance programs. Discussion and examples of procedural tools used in a needs assessment are provided. The document specifically addresses the issues of (1) identifying and involving important groups for input, (2) establishing and valuing goals, (3) gathering data, and (4) measuring and prioritizing discrepancies. The other portion of the handbook documents an application of the suggested procedures in a hypothetical situation. Appendixes contain general forms for use in conducting a local career guidance needs assessment. (TA)

Descriptors: Career Counseling; Career Development; Career Education; *Career Guidance; Community Resources; Educational Development; Elementary Secondary Education; Guidance Objectives; *Guidance Programs; *Needs Assessment; Postsecondary Education; *Program Development; Questionnaires; *Research Methodology; Resource Materials; *Rural Schools; Rural Youth

ED141509 CE011072

Executive Abilities: Implications for the Counselling and Training of Middle and Senior Executives.

Scissons, Edward H.

Apr 1977 35p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 20-22, 1977)

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEDEC77

This paper outlines a model of psychometric needs assessment developed by the author and discusses how the model, which is designed to profile key abilities and weaknesses, could be applied to the needs assessment, counseling, and training of middle and senior executives. A pilot study on 130 middle management executives is examined in conjunction with a description of an ongoing research study on the application of the model. Implications of the study are discussed in terms of developmental vocational counseling and the mapping of lifelong training programs. A summary is provided of the attributes of the psychometric needs assessment model, citing its advantages and disadvantages and comparing it with more conventional needs assessment procedures. A number of diagrams, including one of the model, are presented. (LMS)

Descriptors: *Administrator Education; Administrators; *Career Counseling; Counseling Effectiveness; Evaluation Methods; Individual Counseling; *Management Development; *Models; *Needs Assessment; Psychological Evaluation; Psychological Studies; Psychological Testing; *Psychometrics

ED140198 CG011805

Establishing a Career Resource Center.

Wood, Robert A.; And Others

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Dec 1976 72p.; For Coordinator's Guide, see CG 011 804 ; Not available in hard copy due to marginal legibility of the original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIENOV77

This module is directed toward working guidance personnel in school settings, grades 7-14, including counselors, administrators, and career specialists. The topic is the founding and/or improvement of Career Resource Centers and the module focuses on a systematic process of implementing this objective. Participants will review the concept of a Career Resource Center, how to identify needs and determine objectives, and learn how to establish priorities, select programs and implement plans. The module is designed as a six-hour workshop to be run by a coordinator. THe module gives an overview of a systematic approach to the establishment of a resource center, then follows with a six-step plan: (1) assessing needs; (2) writing objectives; (3) identifying programs, activities, and services; (4) analyzing requirements for implementation; (5) identifying implementation tasks; and (6) assigning responsibility. Workshop activities to help participants acquire each skill are presented in detail. (Author/BP)

Descriptors: Career Choice; *Career Counseling; *Career Planning; Competency Based Education; Guidance Personnel; Guides; *Inservice Education; *Learning Modules; *Needs Assessment; Planning; *Resource Centers; Secondary Education; Workshops

ED140197 CG011804

Establishing a Career Resource Center. Coordinator's Guide.

Wood, Robert A.; And Others

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.

Dec 1976 15p.; For Participant's Workbook, see CG 011 805; Not available in hard copy due to marginal legibility of the original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIENOV77

This Coordinator's Guide accompanies a module workbook, which is directed toward working guidance personnel in school settings, grades 7-14 including counselors, administrators and career specialists. The topic is the founding and improvement of Career Resource Centers and the Module focuses on a systematic process of implementing this objective. The Guide outlines a six-hour workshop to be run by a coordinator. It defines the coordinator's role in four areas: setting the tone, setting the rhythm and pace, facilitating group interaction, and evaluating. Suggestions for preparing and carrying out the workshop activities are also given, as well as specific times and suggestions for each activity section in the participants' workbook. Workshop activities include assessing needs, writing objectives, analyzing requirements, and assigning responsibility. (Author/BP)

Descriptors: Career Choice; *Career Counseling; *Career Planning; Coordinators; Guidance Personnel; Inservice Education; Leaders Guides, *Needs Assessment; Planning; *Resource Centers; Secondary Education; Workshops

ED136180 CG011508

Career Planning Sensitization (Slide/Tape Show) with Needs Assessment During Freshmen Orientation: A Model for Counseling Centers and High School Settings.

O'Neil, James M.; Van Loon, Keith C.

Kansas Univ., Lawrence. Counseling Center.

Mar 1977 26p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Dallas, Texas, March 6-9, 1977)

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEAUG77

The freshmen orientation period is an ideal time to sensitize students to the value of career planning and also to help students identify the resources available on campus. There has been a scarcity of literature on the use of the orientation period to sensitize students to the importance of career planning. The purpose of this paper is to describe a freshmen orientation slide tape show that was developed around four themes: (1) the value of career planning for students, (2) the difficulties of career planning with an unstable economy and rapid technological change, (3) the campus and Counseling Center resources available to students, and (4) the University's commitment to the career planning of students. The method of presentation, production procedures, and verbatim description of the slide show context are included. Outcomes and implications for the college and high school counselor are discussed. (Author)

Descriptors: *Audiovisual Aids; Career Counseling; *Career Planning; College Freshmen; Educational Planning; Educational Resources; *Guidance Centers; High School Students; *Needs Assessment; *Orientation Materials; *Program Development

ED134863 CG011030

Cultural-Milieu Counseling with Asian-American Students at a University Counseling Center.

Onoda, Lawrence

Feb 1976 13p.; Paper presented at California Personnel & Guidance Association (San Diego, California, February 13-16, 1976)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIEJUL77

The purpose of this paper is (a) to point out the need for more effective counseling strategies for Asian-Americans and (b) to stimulate thought and discussion regarding alternative methods for counseling Asian-Americans. Since many Asian-Americans have been stereotyped as being "well-adjusted" very little research has been conducted on their psychological needs. Also, little effort has been made to determine whether current counseling strategies are relevant to Asian-Americans. It is the contention of this paper that the traditional models of counseling ignore the cultural background of Asian-Americans. This is the primary reason why Asian-Americans do not utilize counseling services. The Cultural-Milieu counseling approach is a theoretical position that takes into consideration the psychological, sociological, environmental, and cultural factors affecting the counseling process. Finally, the paper discusses the future goals and needs of Asian-Americans in relation to mental health professionals. (Author)

Descriptors: *Asian Americans; *Counseling; Cultural Background; *Cultural Influences; Ethnic Groups; *Milieu Therapy; *Needs Assessment; *Psychological Needs; Psychological Services; Social Services; State of the Art Reviews

ED134795 08 CE009901

Project Careers: Career Guidance for Adults. Focus on Ethnic Minorities and Women. Two Program Models: Implementation and Evaluation. Final Report.

Bellenger, Joseph; And Others

Metropolitan Adult Education Program, San Jose, Calif.

Feb 1976 199p.; For a related document see CE 009 902

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-74-1722

EDRS Price - MF01/PC08 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEJUL77

The project was developed to improve career guidance services for adults, particularly ethnic minorities and women. General objectives for the project were (1) to identify viable career guidance, counseling, placement, and followup approaches being used with adult populations, (2) to implement and field test two of these approaches and design prototype materials based on the identified models, and (3) to disseminate a catalog of viable adult career guidance approaches. One of the selected programs was offered in a San Jose, California, neighborhood with a high ethnic minority population. It was based on a program operating in Huntsville, Alabama, and consisted of a 5-week class on career decisionmaking. The second program, an 8-week career exploration workshop, focused on the special concerns of women and was based on a program developed at the University of Kansas. A kit, containing materials used during the implementation as well as the evaluation instruments, was prepared for each program. (These kits and evaluations are included in this final report.) Evaluation data revealed that the ethnic model (the first program) was successful in helping individuals who participated to reach program objectives, but attracted very few individuals. It was suggested that presentation and format of the program be revised if it is to be a transportable model. Evaluation of the women's program (the second program) was positive and the program was considered a viable, transportable adult career guidance program. (TA)

Descriptors: *Adult Programs; Career Counseling; Career Education; *Career Guidance; Career Planning; Employed Women; *Ethnic Groups; *Females; Guidance Programs; Individual Characteristics; *Minority Groups; National Surveys; *Needs Assessment; Program Descriptions; Program Development; Program Evaluation; Racial Differences; Surveys; Workshops

Identifiers: California (San Jose); *Project Careers

ED133629 CG010968

Kansas Action Model: Needs Identification, Plan Development, Implementation and Follow Through. A Process for Career Guidance, Counseling and Placement Programming.

Kansas State Dept. of Education, Topeka. Guidance and Pupil Personnel Services Section.

[1975 29p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJUN77

This manual presents a planning and implementation process for counselors' use in career guidance, counseling and placement programming. The Kansas Action Model for Career Guidance, Counseling, and Placement illustrates a process for effective programming which includes Needs Identification, Plan Development, and Implenentation and Follow Through. Implementing an adequate needs assessment and setting measurable goals and objectives will result in the development of a more comprehensive and systematic career guidance, counseling, and placement program. Implementation of activities and evaluation of outcomes are essential to determine the effectiveness of the plan and for identification of future program needs. Kansas Action Model components formulate a continuous and on-going process essential to effective program initiation, implementation, and evaluation. The planning activities in the following sections are oriented toward the actual functioning of a counselor in the career guidance, counseling and placement program. All instruments, activities, and resources identified are intended to be illustrative. The framework of the Kansas Action Model actively involves the counselor in the process of defining local needs, goals, and objectives, as well as activities, procedures, and resources to meet the needs for each unique situation. (Author)

Descriptors: *Career Counseling; Career Development; *Career Guidance; *Career Planning; *Demonstration Programs; Elementary Secondary Education; Guides; Individual Development ; *Needs Assessment; Program Descriptions; *Student Placement

ED127490 95 CG010699

Guidance and Counseling in Pennsylvania: Status and Needs. Research Study.

Cormany, Robert B.; Paxton, James E.

West Shore School District, Lemoyne, Pa.

'1975 163p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC07 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN77

This project is an attempt at a statewide collection of baseline information on guidance counselors and the services being offered by those counselors in the school districts of Pennsylvania. Data were collected on: (1) counselors; (2) guidance program characteristics as described by counselors; and (3) the various publics being served by the guidance programs. Data were collected from counselors, students, parents, teachers and administrators. It was expected that the baseline information would aid in planning in-service programs, point out to counselors discrepancies in expectations, and help other communities in carrying out evaluations. The project had an advisory committee representing a spectrum of grade levels, professional affiliations and experience. The data suggest that the area most in need of attention is that of communication. The report discusses the ways in which the research results were disseminated, and the uses to which it could be put. (NG)

Descriptors: *Counseling Services; *Demography; Elementary Secondary Education; *Guidance Programs; *Needs Assessment; Program Evaluation; *Pupil Personnel Services; Pupil Personnel Workers; Surveys

Identifiers: *Elementary Secondary Education Act Title III; *Pennsylvania

ED124823 88 CG010611

Systematic Approach to Guidance; Assessing Desired Outcomes. A Competency-Based Staff Development Training Package.

Dayton, Charles W.; And Others

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Mesa Public Schools, Ariz.

142p.; For related documents, see CG 010 610-618

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIENOV76

This module is a competency-based staff development training package which focuses on the assessment of desired outcomes in career guidance. It is part of a long-range project designed to present a comprehensive approach to career guidance, counseling, placement and followup. As a staff training package, this module is directed toward developing planning competencies by involving staff participants in designing, conducting, and reporting on a desired outcomes assessment. The module goal is for the participant to produce a written statement, derived from empirical data, of desired career planning and development outcomes for youth in the target group of the program being planned. (SJL)

Descriptors: Career Guidance; *Career Planning; Competency Based Education; Elementary Secondary Education; *Guidance Programs; Guides; *Needs Assessment; *Program Development; Program Evaluation; *Staff Development; *Training Objectives

Identifiers: Elementary Secondary Education Act Title III

ED121366 JC760207
Conducting a Community College Counseling Needs Assessment.
Olson, Gerald T.
11p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAUG76
This document presents a model for conducting a community college counseling needs assessment. The assessment process is divided into three phases: (1) The target group is identified, and data about it is gathered in a carefully planned way. (2) The goals of the counseling program are established, and activities are identified which could be added to or deleted from the program to maximize its effectiveness. (3) A survey instrument is developed and administered to members of the target group and other interested parties to enable them to help determine and prioritize counseling goals. A sample needs assessment survey form is included, along with directions on proper analysis of the results. (Author/NHM)
Descriptors: Community Colleges; *Counseling; *Counseling Effectiveness; *Counseling Objectives; Guidance Objectives; Models; *Needs Assessment; *Two Year Colleges

ED120611 CG010440
Guidance Management Model: Planning and Program Development, Need Assessment, Monitoring and Evaluation, Budgeting and Control.
Peat, Marwick, Mitchell and Co., Philadelphia, Pa.
[19 Dec 1975 161p.; Presented at the Annual Convention of the North Atlantic Regional Association for Counselor Educators and Supervisors (Kaimesha, New York, October 7-9, 1975)
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEAUG76
This manual describes a guidance management system which utilizes techniques necessary to identify, plan, implement, control, and assess guidance program activities and services in relation to the school district's changing needs and guidance policy formulation. To be responsive to existing contraints and potentialities within the public school system the management system undertook to 1) plan and organize to collect and analyze information on the existing guidance delivery system and organization; 2) determine general parameters of the planning, control and evaluation functions of the management design; and 3) specify organizational structure to accommodate the assignment of responsibilities and decision-making. The manual discusses the components of the guidance management system as they relate to policy formulation and management, and describes how these components (needs assessment, program development and budgeting, program operations and monitoring, and program evaluation) are operationalized through the techniques of developing a guidance program structure, formulating goals and objectives, conducting program analysis, and collecting and reporting guidance program information. (Author/SJL)
Descriptors: Evaluation Methods; Guidance Objectives; *Guidance Programs; *Management Systems; Models; *Needs Assessment; Program Descriptions; *Program Development; Public Schools; Speeches
Identifiers: *Pennsylvania

ED118910 CE006470
Career Guidance Needs Assessment Survey: A Career Guidance Instrument Developed Under Section 211 of the Appalachian Regional Development Act.
11p.; For related documents, see CE 006 469 and CE 006 471-472
Available from: Essential administrative data and machine scoreable answer sheets may be obtained from Dr. Ronald Clifton, Education Department, Frostburg State College, Frostburg, Maryland 21532 (No price given)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: TEST, QUESTIONNAIRE (160)
Journal Announcement: RIEJUL76
The survey instrument was developed for use with students in grades seven through twelve to determine their career guidance needs. It is an 84-item multiple-choice questionnaire which elicits information on career planning, student interests, self-awareness, and student perceptions of the counselor's role. The authors state that since extensive statistical analyses have not been completed with the instrument, it must be considered experimental and used accordingly. (Author/MS)
Descriptors: *Career Counseling; Career Guidance; Career Planning; Counseling Services; Counselor Role; Guidance Programs; Interest Inventories; Junior High Schools; Multiple Choice Tests; *Needs Assessment; *Questionnaires; *Secondary Education; Student Attitudes; Student Interests; *Student Needs; Vocational Interests
Identifiers: Maryland; *Tri County Career Education Project

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